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ABSTRACT

The document presents an overview of the Human Development Program in terms of its theoretical rationale, objectives, structure, process, and content. The Human Development Program (HDP) emphasizes an affective curricular approach developed by psychologists. The booklet describes how elementary school teachers can help children assume responsibility and build self-confidence. The booklet is presented in 10 major sections. Section I explains the program objective of providing affective experiences to students through a series of sequentially developed topics. Section II lists topics relating to awareness of one's feelings, self-confidence, and social interaction. Sections III and IV explain the teacher's role and techniques to be used by the teacher in evaluating student progress. Section V relates methods for setting up HDP in a self-contained classroom. Section VI discusses the importance of parental and community involvement in HDP. Sections VII and VIII present reviews of affective learning literature and HDP materials. Section IX discusses HDP teacher training workshops and is followed by identification of additional information sources for teachers in section X. The appendix, which constitutes the bulk of the document, presents three units from HDP activity guides for grades K-6, topics for discussion, an HDP rating scale, and the transcript of an HDP classroom activity. (Author/DB)

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HUMAN DEVELOPMENT PROGRAM

Uvaldo Hill Palomares, Ed.D., Geraldine Ball, M.S.

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Magic Circle

AN OVERVIEW OF THE HUMAN DEVELOPMENT PROGRAM

Compiled by
Geraldine Ball, M.S.

1974

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The Human Development Training Institute wishes to express its appreciation to the following fifth grade children, Room B8, Hearst School, San Diego City Schools, 1973-74, for contributing their art work to this book:

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Introduction

For several decades educators have espoused the need for an educational system which takes "the whole child" into consideration. Most everyone involved in working with children would probably agree that a system emphasizing one realm of child development, while ignoring, or minimizing the importance of any other is not a complete system. Yet, there would probably also be agreement to the statement that traditional, or typical, public educational systems emphasize the development of (1) learning skills and the assimilation of factual knowledge over and above (2) the development of social skills and mental health. For purposes of brevity, I shall refer to these two general areas as the (1) cognitive and (2) affective domains, respectively, even though these terms represent vast, sometimes unclear components, and are not mutually exclusive.

The foregoing does not mean to imply that cognitive education is not important. It is critical to growing human beings that they become effective in using their intellectual potentialities, especially now, as our world grows increasingly more complex. What is intended is that when children are not given learning experiences in *both* the cognitive and affective realms, they are not receiving a complete education. There may be some cases in which some children lack cognitive development, while having received a wide variety of affective educational experiences. Although from our vantage point this probably has happened in a minority of cases, the same premise holds true--they are only "half-educated".

In the Spring of 1964, Uvaldo Palomares, Ed.D.; Harold Bessell, Ph.D. and I began discussing these matters. It was our feeling that something needed to be done to balance the lopsided de-emphasis on affective education in public education. We shared a mutual concern that this imbalanced trend develops human beings who are no-doubt technologically effective, yet all too often are confused, apathetic, irresponsible and living lives devoid of personal meaning. We saw many people around us who

manifested these kinds of problems and we are concerned that these conditions are increasing in our culture.

We believed that the educational process is influential enough in the lives of students to make a significant impact on them toward self understanding, self fulfillment and the enjoyment of healthy social relationships. The problem has been that schools have not systematically attempted to make this kind of an impact on the lives of students through the curriculum. If the changes that we felt were needed were to occur, they would probably not result from hoping, the writing of abstract, theoretical papers, or the presentation of nebulous speeches. Gobal statements about "The needs of the educational system so that it might meet the needs of the 'whole' child" had already been made for decades. What was needed was something specific. It seemed to us that a practical usable tool needed to be created--a curricula for teachers to utilize in the classroom that would not impose restrictions by its structure, but supply guidelines that were specific enough to be understood and replicated.

The day we decided to get out some pencils and paper and write down something tangible that could be tested with children (and perhaps fail) was the day the Human Development Program was born. Since that day, the program, which we first called "The Living Process Curriculum," has continued to grow and develop just like the children we work with. It has changed, and we think become more effective, through the years.

In this overview, the Human Development Program is described in terms of its theoretical rationale, objectives, structure, process and content. Practical concerns with respect to implementation are described in general and specific examples of content at each grade level are presented.

What is the Human Development Program?

Within the existing educational system, which emphasizes the development of cognition, the Human Development Program provides affective educational experiences for students thereby bringing about more of a balance in both of these realms. The program systematically takes away the conditions wherein an adult is inclined to treat a student as an object, with the function of assimilating information. It is a curricular approach converting a number of educational and psychological theories into a multi-faceted process, in which teacher and student (and student and student) daily practice a different way of relating. Generally stated the program is a preventive mental health program concentrating on emotional and social development. It was designed to give students the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence and understanding of the dynamics of interpersonal relationships.

The program *systematically* incorporates what master teachers do every day to instill responsibility and self-confidence in students. It is a developmental and sequential plan at each grade level. The scope and sequence of the activities provide experiences for the development of knowledge and skills needed for effective personal adjustment, ability to communicate with others, success in academic endeavors and other life challenges.

The program is based on the concepts that (1) positive human interaction can be a very powerful force in making life meaningful for all humans and that (2) a certain amount of structure, or types of structures, can be utilized to guide and enhance the quality of the interactions that take place. For this reason, the Human Development Program follows a very definite structure with respect to its overall application and a structured format for each circle session. By its specific safe and accepting format the circle session allows for spontaneous expression, allowing human beings to

relate to each other in such a way that they learn to value one another.

The format for the program is the circle session, or *"Magic Circle"*, in which the teacher (or leader) and a small group of students in the class (generally 7 to 12) sit in a circle in such a way that everyone can see everyone else. (The name "Magic Circle" was coined by an exuberant child at the end of a particularly heart-warming session when he declared, "Gee, this is just like magic!")

The circle session is a carefully articulated communications system which encourages individual expression. The students and their teacher share their thoughts and feelings, and discuss their behavior, daily through verbal group interaction, which is never coercive or confrontive, in activities related to emotional and social development. Throughout the twenty to thirty minute session, an atmosphere of acceptance prevails. Students are encouraged to share their feelings genuinely and to learn to listen and give attention to each other.

Theoretical Bases and Objectives:

The Human Development Program circle session process is based on certain theoretical assumptions, such as the need for human beings to receive attention, to be listened to and to understand the reason for doing what they are asked to do. The first of these needs is met during the participation phase of each session, the second is met during the review, in which the participants listen reflectively to each other and the third is met during the summary phase of each session. (These will be described in more detail later.) Throughout the session then, each child is positively reinforced by the other children and the teacher in a number of ways for his/her positive behavior. It is also theorized that human beings need to be appreciated, to receive approval and to give and receive affection. These higher needs are also generally met by the circle session process after the group has become comfortable with each other and the format. At this point, discussions become more meaningful and the students visibly begin to tune in to, and appreciate themselves and each other, thereby increasing each child's self-esteem and appreciation of others. As the process continues, these human needs continue to be met by the process.

When we began to develop the content for the program, we again turned to theory. We attempted to isolate the qualities or characteristics that individuals possess whom we consider to be personally and socially effective. It followed that these factors relate to needs that everyone has to understand

their own emotions and the emotions of others and to improve their ability to relate to their social milieu. At length we refined these needs to three somewhat overlapping categories, which we call 1) Awareness, 2) Mastery--or self-confidence and 3) Social Interaction. As we developed the Human Development Program materials (an on-going process) our task was to create and field-test topics for circle sessions which directly relate to these basic theoretical areas. The results were "jumping-off places," or topics, for circle session discussions which relate to important issues that everyone faces in living.

The objectives of the program include such general aims as:

1) Improving each child's self concept,
2) Increasing the children's respect for others,
3) Improving their skills in interpersonal relationships,
4) Understanding and becoming more aware of their own emotions and the emotions of other people,
5) Developing the understanding that everyone experiences all of the emotions, but in their own unique way.
6) Realizing that they (and other people) are okay being themselves,
7) Developing flexible, rather than rigid, outlooks and behaviors, and,
8) Becoming more in charge of, and responsible for, their own behavior.

Specifically, the program attempts to increase the children's abilities to:

1) Articulate their thoughts and feelings verbally and to feel comfortable and natural while doing it,
2) Listen attentively to other people as a positive habit,
3) Reflect to people what they heard the other say, as a natural part of conversation, and to,
4) Increase their understanding of how thoughts, feelings and behaviors operate in people.

The scope and sequence of the program are shown in the chart entitled, *Human Development Program*, Levels, Group Arrangements, Strategies, and Objectives, Grades Pre-school through six. (See pages 8 and 9.)

Who can benefit from the program?

Although it is directed primarily toward school-aged children, the

program is effective for a wide range of individuals and groups. Specifically stated with respect to age, it is appropriate for early childhood to the aged and has been successfully implemented with groups ranging in intelligence from "gifted" to mentally retarded. It has also been used very successfully with disturbed and educationally handicapped children, although it was not designed primarily as a treatment program.

School districts which have racially integrated their students have used the Human Development Program as a means of bringing about communication and understanding among the students, Palomares (26), Timmerman (38), and educators who work in Bilingual Education Programs have found the Human Development Program to be helpful in providing students with an opportunity to improve their ability to communicate with others through spontaneous verbal interaction, Savedra (34), Palomares, Trujillo and Ball (28). Families have adopted the program by frequently sharing in a "Magic Circle" at times when family members are together. A number of churches have incorporated the program into their own religious education programs, LaChapelle (21). Since the Human Development Program relates to the elements of life that human beings have in common, namely our feelings, thoughts and behaviors and living with other humans, it's usefulness and appeal is very broad.

As a curriculum, the Human Development Program presents a series of sequentially developed topics relating to issues everyone faces in living in contemporary western culture. The program capitalizes on the natural desire in people to speak and seek attention, to gain approval and to learn to understand themselves and their world better. Thus, it combines content of interest with a vehicle which allows the participant the opportunity to learn a number of positive social interaction skills in a "here and now" situation. Enough structure is provided to assure that important concepts are dealt with systematically in an atmosphere where the ground rules are understood. Yet, unlike most other classroom learning situations, spontaneity is a key ingredient. Only the participant who is speaking knows how he/she feels, or what he/she thinks, relative to the topic. Participants are encouraged to speak from their own experience and what they say is accepted. No one is ever probed, criticized or confronted in any way and no one moralizes to anyone else. In this way, everyone, even those who elect to say nothing, are valued for speaking and/or listening in the session. An atmosphere of cooperation and respect for each individual begins to develop and increase as the group meets each day. As Helfat (18) in describing a "Magic Circle" in a public school classroom puts it:

Through such daily experiences in the "Magic Circle"... children, at a young age, develop social skills and sensitivities. They learn to empathize with each other and they gain tolerance of each others' foibles. A classroom becomes a place to learn about one's self and others.

Prevention--Not Therapy

An important feature that is incorporated into the Human Development Program is its preventive nature. In 1964, when we began developing the format and writing the materials, we started with pre-schoolers. We decided at the outset that we were interested in creating an approach that would develop positive personal and social skills in human beings when it is easiest for them to learn them--in early childhood. We believe that behaviors and attitudes are learned, and that students who feel good about themselves and believe that they can achieve and show that they want to get involved in the educational program *learned* that attitude. *Somewhere, someone* convinced them that they are okay as persons and that they *can* learn. A positive direction has been set for these young individuals for the rest of their lives.

In his private practice, Harold Bessell reported that many of his adult clients come in with such commom problems as: feelings of having failed, lack of motivation or sense of direction, confusion, guilt, lack of identity, a sense of alienation, social ineptness, inability to get along with other people--be they spouses, bosses, colleagues, or friends. Almost always they came with a poor self-image and the feeling--*"If people knew what I am really like inside, they wouldn't like me."* As Bessell (2) states:

> *For most patients, therapy is a painful, expensive and protracted experience that often comes too late . . . The damage has been done; pain and guilt have twisted a human life into their own grotesque image. And the therapist must somehow piece this fragile, pain-filled human being back together. Little wonder that therapy is rarely wholly successful. Our skills and knowledge abound in palliatives, but lasting cures are still rare. Moreover, for every patient we treat, it is an unhappy fact that there are hundreds, even thousands, more who desperately need therapy but cannot afford it or, would not be able to find a qualified, let alone effective therapist available to help them.*

These are disturbing truths that must perplex and trouble every therapist as he struggles with his responsibilities. They raise vital, nagging questions for all of us. It was in answer to these questions — and the frustration we all feel at the issues they imply — that the Human Development Program was born.

Of course, not all people by the time they are adults have such serious psychological difficulties that they need therapy, but we have found that everyone, no matter how "normal" or even psychologically healthy they might be, can always become happier and even healthier when they participate in activities like a Human Development Program circle session. Everyone needs attention, a chance to speak, to be listened to and to deal verbally with important life issues. As we designed the program, we were convinced that if people had a different set of experiences as children, they would grow to be more effective people as adults. Negative feelings and attitudes in people are not created by one single event, but rather by a whole series of small experiences which shape our ways of relating to ourselves and to the world. Conversely, positive attitudes are incrementally formed by a series of positive experiences. For this reason the program was developed sequentially and developmentally and teachers are urged to use it daily, or as close to that ideal as possible.

In our schools today many students communicate attitudes such as, "I hate school," "I don't believe in myself," "I can't" and "I won't." But often, only after the acting-out behavior begins, the educator refers these children to psychological services. We among others today, are saying, "Instead of waiting for problems to occur, train the teachers or train the counselors to train the teachers to start with all of the children by systematically providing experiences in which they will *learn* to feel: "I'm OK," "I'll try," "I think I can!" Counselors who develop inservice training programs for teachers relating to positive personal interaction techniques can reduce the amount of energy spent in remediation later on. Palomares and Rubini, (27).

In her article, "Alternatives to Corporal Punishment," Castan (5) describes how Stephanie Judson, a young Quaker teacher from Pennsylvania uses the "Magic Circle" as an antidote for aggression. She states that:

> *Although Quakers are ideologically committed to non-violence in the external, physical sense, Ms. Judson explains that they often have difficulty dealing with anger and frustration inside themselves. These, she says, are often released*

in violent language. Not in such threatening language as "I'm going to kill you," but in put-down language.

Using the "Magic Circle" she has the kids sit around in groups to share experiences that made them feel angry or sad. She doesn't comment on or evaluate these feelings; she simply listens . . . This technique of non-judgemental listening teaches that it's safe to explore feelings.

Overview Chart

HUMAN DEVELOPMENT PROGRAM
Levels, Group Arrangements, Strategies, and Objectives
Grades Pre-School through Six

Level	Grade	Age	Groupings	Strategies	Objectives
Pre-School		4	Single Circle 5-10	Encouragement to talk, listen, succeed.	Improve self-control and ability to listen and express; develop self-confidence and understanding of interpersonal interaction. Tolerance for individual differences. Understanding of universalization principle — emphasis on common human traits. Increase self-acceptance and listening skills. Begin coping with mixed feelings.
Kindergarten		5	Single Circle 8-12	As above. Deal with negative as well as positive topics.	
I	First	6	First one circle 8-14; then add self-controlled children to outer ring until whole class is in two concentric rings. Teacher and child leaders alternate.	As above. Discuss 1) ambivalence in feelings, thoughts, behaving, 2) effective and ineffective behavior, 3) reality and fantasy. Discuss variables of inclusion, exclusion, warmth, coldness, making of decisions. Begin leadership experiences.	As above. Effective self-control, ability to comfortably experience ambivalence, improve reality testing, self-confidence, effective meeting of needs, increase responsibility, tolerance, empathy, skill in making helpful suggestions. Sharing in decision making and recognition of leadership abilities.
II	Second	7	As above.	As above. Continued presentation of methods of awareness, coping, social interaction. Character development is fostered by challenge, commitment, and direct interpersonal communication with peers. Continued decision-making and child leadership.	As above. Articulation of wide range of experiences in positive and negative feelings, thoughts and behavior. Self-confidence and positive self-concept. Ability to distinguish between reality and fantasy. Motivation to be responsible, productive, kind. Share in decision-making. Leadership as service, not exploitation. Ability to make helpful suggestions to guide leaders to better functioning.

III	Third	8	As above.	As above. Further challenge to self-sufficiency, integration, honesty. Emphasize responsibility in social interaction, keeping commitments.	As above. Self-control as a matter of personal pride. Verbal facility, skillful and tolerant listening. Ability to tolerate ambivalent feelings in self and others. Skill in observing differences between verbalization and performance. Wise decision-making and responsible, constructive leadership. Courage in taking the initiative to build good social relationships.
IV	Fourth	9	As above.	As above. Challenge to recognize psychological similarities and differences between the sexes. Role playing. Micro Lab. Experiences with authenticity and duplicity and problem solving. Exploring dreams and practice at problem solving.	As above. Accepting and reflective listening. Deeper self-awareness and understanding of social relationships. Fuller acceptance of responsibility for their own behavior.
V	Fifth	10	Three general plans for articulation, presented.	As above. Focus on importance of flexible outlook and behavior. Units no longer assigned to a certain number of days of the week. Supplemental affective activities presented in a variety of subject areas.	As above. Increased understanding of how trusting relationships are developed. Awareness of the complexities in social situations. Development of a sense of identity. Dealing with Role Expectations, such as sex role demands. Increasing awareness of one's own capabilities and likeable qualities.
VI	Sixth	11	As above.	As above. Focus on responsibility for one's own behavior. Increased supplemental affective activities presented in a variety of subject areas.	As above. Increased self confidence through validation of self and others. Increased sense of self identity and group identification. Increased practice at problem solving and decision making. Exploring the complexities in conflict resolution.

Topics Relating to Awareness, Mastery and Social Interaction

As was mentioned above, specific content has been developed for the program and field-tested with groups of children in the three basic, somewhat overlapping theoretical categories of Awareness, Mastery and Social Interaction. Each Activity Guide that is available for the use of classroom teachers, or other group leaders, provides units, or sequentially presented sets of topics, each one relating to one of these categories. The three growth areas, and units and topics relating to them, are described as follows:

Awareness:

Awareness is a critical element in mental health. Aware people do not hide things from themselves. They know what's going on in the exterior world and they know what's going on inside themselves. They realize that they, as human beings, feel, think, and behave and they are cognizant of how these separate functions influence each other. The more aware they become of what their feelings are and how they use their thought processes, the more in charge they become of their behavior.

Awareness, therefore, is an important element in the Human Development Program. Activities relating to all of the three growth areas in the program have been planned, and are presented, in such a way that the objectives of increasing awareness in children will result. However, specific units on Awareness are warranted. These units, in a direct manner, focus the attention of the children on their feelings, thoughts and behaviors--the three cornerstones of human experience.

Often people are aware that they think, although they often underestimate these capabilities, and they know at varying levels of understanding, that they are behaving creatures, but it is in the area of feelings that many lack awareness. For some people, some feelings seem unacceptable if they are negative (anger, jealousy, fear--to name a few) and

undeserved if they are positive (for example, when people receive compliments and won't allow themselves to accept them). What we hope to demonstrate experientially to children through their daily involvement in the program in general, and in the Awareness units in particular, is that all people experience all of the emotions that can be experienced and that emotions cannot be judged right or wrong, good or bad, in a moral sense. Unfortunately, many people do attempt to judge their own and other people's feelings. Sometimes individuals do not acknowledge emotions that do not hold with the image they want to have of themselves. Others criticize and try to "take away" emotions from someone else: (*"Now don't feel that way. Shame on you!"*)

It is our belief that *behavior* may be evaluated, by oneself and by other people, but feelings simply are. To try to negate one's feelings or to attempt to take away a feeling in someone else only compounds the situation, as neuroses, insomnia, ulcers and miscommunication between persons will testify. For this reason, the feelings of each child, not the content of his remarks, are focused on and accepted in every circle session. As Carl Rogers (31) states in *On Becoming A Person:*

> *". . . When I can accept another person, which means specifically accepting the feelings and attitudes and beliefs that he has as a real and vital part of him, then I am assisting him to become a person: and there seems to me great value in this."*

Similar to a feeling, a thought, in and of itself, can hurt no one. Thoughts can be the blueprint for humanity's noblest actions. The works of Socrates, Michelangelo, Shakespeare, Dorthea Dix, Beethovan, and Dr. Ralph Bunche, to name a few, were conceived first in their minds. Conversely, the most destructive actions of human beings were thoughts first. As Viktor Frankl (15), in *Man's Search for Meaning* states:

> *"After all, man is that being who has invented the gas chambers of Auschwitz; however, he is also that being who has entered those gas chambers upright, with the Lord's Prayer or the Shema Yisrael on his lips."*

Causes and ideals give meaning to our lives. We can remember things, use logic, make decisions, solve problems and fantasize to name a few functions of our gift of intellect, which separates us from all other life on this planet. Yet we see that many humans use this gift without corresponding responsibleness. If we are to progress (or even survive) as a specie, we must begin to realize that our capabilities must be used with consideration for all life.

In its own way, the Human Development Program attempts to increase in students the awareness that their ability to think is a great power that they possess and may be used constructively in a multitude of ways. By participating in circle sessions, they will have the opportunity to be more aware of how often they personally use their thought processes to make life meaningful and productive.

By sharing their experiences another dimension of awareness also results. The students begin to realize that other people think, feel and behave too. They learn first hand that other people have these functions just like they do. And they learn that everyone's specific feelings, thoughts and behaviors are their own. They begin to see each person's uniqueness and to realize that they are unique too. If they are going to develop a sense of responsibility, they must first understand these concepts and develop feelings of concern and caring for others which grow out of these understandings. They are more likely to realize that they can never assume that everyone is just exactly like them. The needs, problems, values and preferences of others, whether they be one's relatives, neighbors, fellow citizens of one's country, fellow inhabitants of the world or fellow living creatures, must be thought about before action is taken.

A number of units each comprising a number of topics aimed at increasing the awareness of participants in the circle have been researched and developed at each grade level from pre-school through the sixth grade. Awareness topics have also been developed for teenagers in *Human Development Program for Institutionalized Teenagers*. These topics appear in the Activity Guides along with suggestions for their presentation.

Sample Awareness Topics:

An initial topic—pre-school and kindergarten:
"I Can Show You Something I Feel Good About"
A topic presented in the 4th week—Level I (first grade):
"Having Mixed Feelings About Something"
A topic presented in the 19th week—Level II (second grade):
"My Wild Imagination"
A topic presented in the 27th week—Level III (third grade):
"I Did Something That I Did Not Feel Like Doing"
A topic presented in the 23rd week—Level IV (fourth grade):
"If I Could Do Anything I Wanted To Do"
A topic presented in the first unit—Level V (fifth grade):
"Something That I Think Is Beautiful"

A topic presented in the fifth unit — Level VI (sixth grade):

"Who am I Culturally?"

A topic presented to teenagers:

"Where I Wish I Were In Five Years"

(A sample awareness unit is presented in Appendix A and a list of "Warm Fuzzy" Awareness Topics are presented in Appendix E.)

As the group discusses the topic for the daily session, the students begin to realize that everyone can relate to the common ground of the topic, but that each person's response is uniquely their own. Since the process model is one of acceptance, not confrontation, each student's response is drawn from his or her own experiences. When a student shares what he/she thinks and feels, no one is in a position to judge the response as a "right" or "wrong" answer.

Mastery:

Effective people perceive themselves as being "okay," i.e., they have a healthy degree of self-esteem and a feeling of mastery, or self-confidence. They try new challenges and do not strongly fear faulure. As Coopersmith (7) has pointed out they most likely have experienced success more than failure and probably when they were successful a significant person noted it and commented on it to them.

We believe that individuals are more likely to achieve mastery in their endeavors when they have a feeling of mastery about themselves, than they do when they lack self confidence. Generally, it seems as though people who believe in themselves are the ones who continue to succeed and the more they succeed, the more they believe in themselves. Thus, a beneficial cycle is created, giving meaning and joy to the lives of self confident people and providing them with strength and momentum for tackling the rough times that we all face.

As noted above, other people, and their responses to what we do, play a critical role in whether or not we see ourselves as masterful. If they let us know that they are taking note of our efforts and comment positively to us when we try or succeed, our awareness that we do have energy and capabilities increases. Conversely, without favorable comment, we are less aware of our capabilities even if we do try things and experience success. This would explain why so many brilliant, capable people do not regard themselves as such, but rather are painfully aware of their limitations and shortcomings. It would seem as though our culture has many ways of

causing us to focus on our weaknesses rather than our assets and abilities. As Bessell (3) states:

> *In the case of people who are in possession of all their faculties and can think clearly and respond sensitively and have the biological equipment and adaptive skills to respond adequately, there is frequently a feeling of being inferior or less able. In such cases a lowered self-concept does not represent accurate evaluation of reality. For such a person, his self-evaluation is not based upon an objective assessment of his talents. It is, however, based upon the sum total of reflections fed into him from those around him. If his concept of himself is low, it is because he has been treated in such a way that he could only conclude that he has fewer capabilities and is less wanted, needed, and loveable than he really is. Or he merely may not have been told anything about his positive performance.*

In the Human Development Program we call belief in oneself a feeling of "I canness" and it is our goal in the mastery sessions to incrementally imbue each child with this feeling in a systematic fashion. For this reason, the Mastery sessions in the pre-school, kindergarten and first grade are unique from those dealing with Awareness and Social Interaction in that they involve the performance of a task. The major purpose for these sessions is to give each child a success experience. *The task itself is not the focus.* Rather, it is a vehicle set up precisely for the purpose of giving the children *deserved-positive feedback* immediately after their successful performance, at an important time—when their peers are there. When the children perform the task, which has been geared to their performance level in order to assure success, the leader comments on the action using the words, "You can (carry a tray) all by yourself!" or "Can you *ever* do things like that!" The leader may also ask the child's peers to comment on his/her successful performance of the task. The key words used are *you can*, which we believe are probably the two most important words a child ever hears. (For that matter, they are important for all of us to hear—no matter how old we are.)

Sample Mastery Tasks (for pre-school, kindergarten and first grade):

"I Can Wash My Hands"

"I Can Hop"

"I Know Which Has the Most and Which Has the Least"

"I Can Fit Things in a Box"
"I Can Count"
"I Can Use Colors"

(A sample Mastery Unit for early childhood is presented in Appendix B.)

The mastery sessions at grade levels beyond the first grade do not involve performance of tasks, but older children can profit from this very same response from you, and the other significant people in their lives, as they perform in the classroom and on the playground in the many social and academic functions that they are involved in each day. It is our intent that as a result of hearing positive commentary about their efforts and receiving the benefits of the circle sessions dealing with mastery, the students that we work with will become more aware of their strengths and less debilitated by knowledge of their weaknesses.

For these reasons, the mastery sessions are planned and presented in such a way that the children may become more aware of their competencies and other positive qualities. We are attempting to aid students to "get in touch" with their effectiveness. They are given the opportunity to tell each other about things they've seen each other do that they admired and appreciated, and they are urged to tell the group about their accomplishments and successes. They are also given a chance to deal with some of their feelings of frustration and failure, and in so doing, they discover that everyone has these feelings too, to some degree.

Sample Mastery topics (for children aged seven and older):

A topic presented in the 5th week—Level II (second grade):
"I Was Able To Get What I Needed"

A topic presented in the 13th week — Level III (third grade):
"Something I Just Learned How To Do"

A topic presented in the 27th week — Level IV (fourth grade):
"I Made A Promise And Kept It"

A topic presented in the third unit — Level V (fifth grade):
"Something I'm Learning About Now That is Enjoyable"

A topic presented in the sixth unit — Level VI (sixth grade):
"I Did It Because It Needed to Be Done"

A topic presented to teenagers:
"Capabilities I've Recently Discovered"

(A sample Mastery Unit for children in grades two through four is presented in Appendix C.)

The achievement of success, through a feeling of mastery, or *"I Cannes"* is not the only concern of the Human Development Program. History speaks

to us of many individuals who were effective and capable and who found great success in their endeavors. However, there were some who achieved success for themselves at the expense of their fellow man. They exercised their abilities and their powers selfishly and irresponsibly.

As in our discussions on Awareness and Social Interaction, this vital factor of responsibleness is again stressed. By focusing on their positive behaviors and accomplishments, the children's attention is directed toward the internal and external rewards that can be gained, in terms of human enhancement and appreciation, from these kinds of actions.

The structure of the program, as equitably as possible, attempts to meet the needs of all of the children in the group. Everyone who wants one, gets a turn. Everyone is listened to. Everyone's feelings are accepted. Comparisons and judgements are not made. The circle is *not* another competitive arena, but is guided by a *spirit of cooperation*. As Bessell (1) puts it:

> *"The day's fringe lesson — there need be no losers in order to have winners in a group."*

It is, therefore, an important component of the program that cooperative wheels be set in motion. It is our belief that when students practice fair, respectful, non-competitive interaction with each other, they will benefit greatly from the experience and will be likely to naturally employ these responsible behaviors in other life situations. It is not the aim of the Human Development Program to participate in producing a masterful, but limited child, rather we hope to help the children we work with to become responsibly competent.

Social Interaction:

Relating effectively with other people is a challenge we all face. It is a matter that is constantly at the forefront of all of our lives. Some people consistently seem to be capable of effectively relating to, and interacting with, others in personal and social situations. They are generally able to preceive the mood of individuals and groups and are able to communicate appropriately and facilitatively with them. They can process the non-verbal as well as the verbal messages of others and they realize that people have the power to affect one another. They are aware, not only of how others affect them, but also of the effect of *their* behavior upon others and of the accompanying responsibility for their actions. They are likely to consider the

feelings of others and listen to their ideas.

According to Harvey Jackins (19), author of *The Human Side of Human Beings*, every person is inherently intelligent, zestful and capable of loving, cooperative relationships with others. With respect to this third characteristic, Jackins states:

> *"This relationship seems to consist precisely of enjoying affection to another person, enjoying affection from another person, enjoying communication with another person, and enjoying cooperation with another person."*

"These," he concludes, "seem to constitute the essential human nature. All the rest of human behavior and feeling except these three inate characteristics and their results, is acquired, is *not* inherent, is the result of something having gone *wrong*."

Jackins continues to explain that what goes wrong is that we get hurt and these hurts affect our intelligence, our zest for living and our relationships with others. We find it difficult to accept, or listen to, or cooperate with each other because all of us have been hurt many times and in many ways. We then have great difficulty liking, trusting and sometimes even respecting others and they have the same difficulties with us. Our social interactions thereby suffer and we do not enjoy each other as we potentially could, if this theory is accepted.

Logically, the next question that needs to be asked is, "What can we do about this situation?"

The students with whom we work deal with other people every day—their peers and significant adults. They need positive interpersonal experiences and information in the social realm in order to offset prior difficulties and to build healthy relationships with other people. Yet, as Carl Rogers (30) points out in his book, entitled *Becoming Partners* (page 39), the educational system has largely failed to meet the needs of students to learn about how to understand and get along with other people in any systematic way.

If they are fortunate, students are surrounded by people who will give them attention. In the case of people who are older than they, it is highly desirable that healthy, responsible behavior be modeled. And if they are listened to and their feelings are accepted and they learn how to do this with others, they are indeed fortunate.

In a deliberate way, the Human Development Program has been designed so that these things will occur for at least 20 to 30 minutes each day in the lives of the students who participate in circle sessions. The program attempts

to bring about the positive qualities that are *inherent*, as Jackins claims, in all of us. By its format and process it allows the students to practice positive modes of communication, which we have seen them transfer to other situations.

In the units on Social Interaction the Human Development Program attempts to bring the basic issues in interpersonal transactions and communications to the student's awareness. They are given the opportunity to discuss such things as what goes into a relationship that makes it a friendly, trusting one and what some of the problems are in relationships. They focus in the sessions on *how* certain behaviors effect the emotions of other people and the value of open communication.

Francis Castan (5) has quoted Norman Newberg, Director of the Affective Education Program in the School District of Philadelphia, as stating: "We've a Sunday School idea of how people should ultimately behave, but no one defines or describes the intermediate steps." The Social Interaction topics which deal with nitty gritty aspects of human involvement, *and how the children feel*, are presented in a sequence in which understanding of these intermediate steps can grow and develop.

Sample Social Interaction topics:

A topic stressing cooperation presented in the 15th week in pre-school and kindergarten:

"I Can Pick Up Blocks With You"

A topic presented in the 13th week — Level I (first grade):

"Somebody Did Something That I Liked"

A topic presented in the 18th week — Level II (second grade):

"I Did Something That Somebody Liked"

A topic presented in the 8th week — Level III (third grade)"

"Somebody Did Something That I Did Not Like"

A topic presented in the 16th week — Level IV (fourth grade):

"I Made Somebody Do Something He/She Did Not Want To Do"

A topic presented in the second unit — Level V (fifth grade)"

"I Got Some Help I Didn't Want"

A topic presented in the second unit — Level VI (sixth grade):

"How I Show Someone That They Can Trust Me"

A topic presented to teenagers:

"A Time I Was Treated According To A Stereotype"

(A sample Social Interaction Unit is presented in Appendix D and a basic, series of topics, Chapter 8 of the *Human Development Program for Institutionalized Teenagers* is presented in Appendix F.)

It should be pointed out that in these sessions personalities are not the focus, rather the feelings the person had are considered to be important. Students are encouraged to describe the occurrence and how they felt, without naming names. By systematically dealing with topics such as these on a daily basis, children experientially gain understanding of themselves and others and become more in charge of their behavior. They do not respond to set formulas based on moralizing from an exterior source. Rather, they develop their own code for interacting responsibly with other people. They become inner, rather than outer, directed.

The Teacher's Role Brought Into Focus

The importance of the role of the teacher in the educational process cannot be underestimated. In developing the Human Development Program, we wanted to include as many important features as we could so one of the first things that we did was to study the characteristics of a group of teachers, referred to as "teacher-artists". Almost everyone can remember the one teacher who stands out as having been different from all the others. You may remember one from your own schooling or have heard about one of them from a friend who has remarked, "I had this one teacher I really liked! Oh, she made us work, but all the kids liked her. Boy! We learned more from her than all the others put together!" These relatively rare teachers had an art, a different way of relating to students. In studying this group, we extracted from their natural behaviors some common elements that might be taught systematically to all teachers. Some of these include:

1. A desire to encourage children to speak about their feelings and ideas as a valid part of the learning process,
2. Careful attention to the feelings and thoughts children express and acceptance of them,
3. An ability to set a cooperative, rather than a competitive atmosphere, in the classroom,
4. A way of concentrating their energy in reinforcing positive behavior,
5. Having patience, and
6. A characteristic of *expecting* children to learn, based on high esteem for each individual child and on a realistic knowledge of each child's growing capabilities.

These are among some of the behaviors which teachers must practice in order to conduct a "bona-fide" Human Development Program circle session. Most teachers incorporate some of these behaviors into their teaching, but our "ulterior motive" was to get teachers started in positive behavior

patterns in which they would practice them all. It was our hope that there would be a "rub off" effect and that these behaviors would gradually become more and more natural to the teachers and be common operating procedures for them during other activities involving students. Reports from a number of school districts using the program that this has indeed been happening, have pleased us greatly. Elbert, (9).

LEADING THE CIRCLE SESSION:

The Human Development Program Activity Guides, in a detailed fashion, explain the exact procedures to be used in leading the circle session. These are described in detail, including such specifics as suggestions for questions to ask in each session and how to deal with certain things that might occur. A statement relating to the general responsibilities involved in leading the session with groups of all ages is presented, as follows:

The leader's first responsibility is to set a warm, personal tone in each session. An attitude of seriousness blended with enthusiasm conveys the idea to the students that this is an activity that can be interesting and meaningful. In the initial session, and at appropriate intervals, the leader goes over the ground rules for the circle sessions with the students. These are:

1. Each person may have a turn to speak if he/she wishes to.
2. Everyone will *listen* to the person who is speaking, without any interruptions, and they will accept the speaker's feelings by not confronting him/her in any way.
3. Each person will stay in their own space, and,
4. Destructive behavior such as "put-down" remarks will not be accepted or allowed to continue. (Put-downs make any group experience unsafe. It doesn't matter who is put down, because any put-down means we are all vulnerable. If someone laughs, all must be able to share the fun or it is unsafe. When silence feels comfortable, it is safe.)

To begin each activity, the leader reminds the students of the topic for the session and clarifies it as needed, in order to help them think of something that they could tell about that relates to it. As each student has his/her turn to verbally participate in the session, the leader models good listening. When the student finishes his/her statement the leader first asks open-ended questions to the student in order to elicit more self-expression, if the student has not said much. If the student has not told about the feelings he/she had with respect to his/her statement, the leader asks the student

what feelings were experienced. Appreciation is expressed to each student after he/she participates.

The students may ask each other questions during this phase of the session, but it is the leader's job to not allow probing, interpretation or confrontation. The leader tactfully brings the group back to the focus when digressions occur.

Whatever a student expresses in the session is accepted with the exception of destructive or derogatory remarks. Students are also urged not to name names of family members or other people in the session. We are interested in each other's personal feelings and ideas, not information about each other's homes or families that "are none of our business." If a student does not speak "right on" the topic this is accepted. Again, this behavior is modeled by the leader of the session who demonstrates that differences in the feelings group members have is natural and to be expected. The group leader never moralizes or coerces a student to speak in the session if he/she doesn't want to.

As the students become more comfortable with the circle session format, the leader allows them to take increased responsibility in the session. When the group is ready, Student Leadership Training is initiated. Beginning with grade five, groups of children may reach the point where they are meeting independently each day with student leaders alternately taking on the responsibility of full leadership of the session, while the adult leader works with another group of children. (The rationale for student leadership is presented subsequently in this overview.)

Once or twice during the activity or at the end, when every student who wishes to participate has had a chance to do so, the leader conducts a review of what has been shared by each one who spoke. The leader names a student who participated and calls on a volunteer to tell that student what he/she told about, being sure to repeat the feelings as well as the content. In this way motivation for developing effective listening skills becomes a strong force in each student. As the sessions progress they become increasingly proficient listeners.

By way of a summary for each session, the leader asks one or more questions to the students requiring them to think in a cognitive manner of the possible lessons and insights that they may have gained from this affective experience. At times meaningful discussions result from the presentation of the summary questions, but the main purpose is to give the students something to think about. The leader is careful to allow the

students to answer the questions themselves, and not to supply the answers for them. It is our objective to present experiences and questions to them that will help them to become inner directed, rather than outer directed, having a sense of commitment to the conclusions and courses of action that they decide on in their own minds.

Before the students leave the circle, the leader tells them the topic for the next session so that they will be able to think about it. This is, in and of itself, an awareness experience.

Everyone who leads circle sessions has their own personal style. There is no perfect way to do it. Leaders develop their own styles as they work with the program. The new leader should think of him/herself as a novice for the first year. Human Development circle sessions are challenging. They require energy and practice but like almost everything that takes hard work, they bring great rewards.

Evaluation

EVALUATING THE SESSION:

No matter what happens in a circle session, without the following two elements, it is really not a Human Development session:

1. Everyone gets a turn.
2. Everyone who takes a turn gets listened to.

What does it mean to get a turn? Imagine a pie divided into as many pieces as there are people in the circle. Telling the students that everyone will get a turn, whether they want it or not is like telling them that each one will get a piece of pie. Some may not want their piece today, but they know it's there to take if and when they want it. The leader is there to protect this right.

When the student takes his/her turn, he/she will be listened to. There will be no attempt by anyone to manipulate what the student is offering. That is, he/she will not be probed, interrupted, interpreted, analyzed, put-down, joked-at, advised, preached to and so on. To "listen to" in the Human Development Program is to respectfully focus attention on the speaker and to let him/her know that you heard what he/she said. The lowest risk method for doing this seems to be to "feed-back", reflect", *"parrot" or "mirror" the speaker's own words.* By repeating back certain words that the speaker used that appear to have special meaning to him/her, or to use non-interpretive paraphrasing (repeating back synonomous words) are alternate methods for reflecting.

The only way that the circle can be evaluated is by these two criteria. Thus, if only one or two students chose to speak, and were listened to, even if they didn't say very "deep" or "meaningful" things, the circle can be considered a success.

For a deeper analysis of each session, especially the leadership, there are a series of questions that the leader may ask him/herself. Merle Cummins, Human Development Program consultant, has developed the following guide for a self questioning procedure for the circle session leader:

A Guide for the Leader for Analyzing the Session:

It is sometimes very difficult to evaluate just what has happened in a session. How well did it go? Were the needs of the group met? Are there things I could do better?

If I am to be open and honest with others, first I must be open and honest with myself. This is a slow, never ending process, which grows and blossoms with tender care. It takes courage and patience but the rewards of knowing are worth it.

The first place to search for answers is within yourself. At the end of a session a careful analysis of your feelings may reveal some answers as to why some things work and why some other things don't. People are open as long as they are safe. Carefully give thought to each item on this list:

1. Did everyone have a turn?
2. Was someone especially pleased?
3. Were moments of silence comfortable?
4. Were some members excited about the meeting?
5. Is the pressure on my body inward or outward as I think about the session?
6. Did I really want to be with the group?
7. Did I put someone down today?
8. Was I put down today? What did I do?
9. Did I blame someone today?
10. Which person do I like best?
    a. Describe this person to yourself.
    b. What do you like best about him/her? Why?
    c. Who else do I know like him/her?
    d. Who was the first person I ever knew like that?
    e. What do I want that person to do?
    f. What is this person afraid of?
    g. What would I do if I had those fears?
11. What am I afraid of?

12. Who is the first to criticize me?
13. Who in the group am I the most pleased with?
14. If I get angry, who would like it?
15. Who would be the target?
16. If I were giving out love, who would get the first share?
17. Where would I run out?
18. Who would I like to share a good session with?
19. What needs of mine were met in the group?
20. Were the needs met by the group the same as mine?
21. Did I hold back anger? Why?
22. If I had become angry, what would have happened?
23. Who would criticize me for getting angry?
24. Did I hold back a good feeling?
25. Does someone get embarrassed if I share good feelings? Who?
26. Something nice that I could say to each member of the group is . . .
27. Something nice that I could say to myself right now is . . . (Then say thank you.)
28. A way that I could take what I don't like about someone and change it into a positive statement is . . .
    a. Someone who talks too much: "James, you express yourself very freely.
    b. Someone who is always negative: "Carol, you often see things differently."

I can temper these with love and use them in the next session or whenever appropriate.

29. If someone asked me to sit in a group so that they could know me better, would I like him/her?
30. If someone accepts me and is interested in me, how do I feel?
31. If someone listens to what I am saying and asks questions, how does that make me feel?
32. If someone tries to make a safe place for me to be myself, how do I feel toward him/her?
33. Who in the group is the most different from me?
34. Do I want them to be like me?
35. What about them do I like?

They love you! They can't say it either.

Evaluating the Human Development Program

In order to evaluate the outcome of the overall effects of the program, *the Developmental Profile*, patterned closely after the Fel's Rating Scale, was developed (See Appendix G.) The Developmental Profile provides a means by which the student's personal progress in the areas of Awareness, Mastery and Social Interaction may be rated as objectively as possible. It has been effectively used in a number of research studies and by teachers who simply wished to measure the progress being made by the students in their classrooms in their social and emotional development.

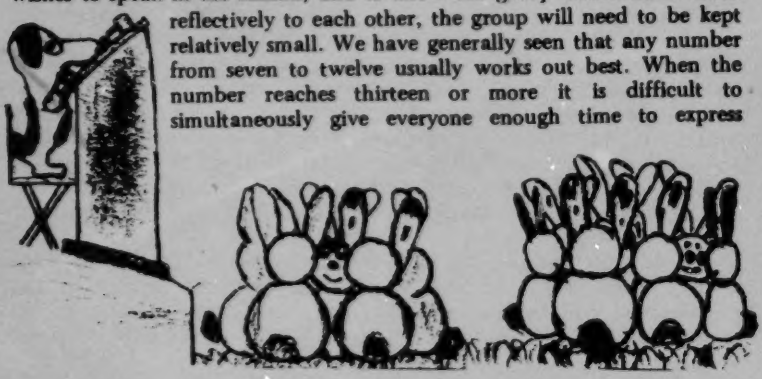
The Developmental Profile has also been used by researchers who were not necessarily evaluating the effects of the Human Development Program, but other variables. Its uses range from informal, isolated utilization by school personnel such as teachers and school psychologists, to carefully structured research models testing the results of a variety of educational curricula usually including the Human Development Program. (See The Results of Relevant Research, pages 37 to 44.)

Articulating the Program in the Self-Contained Classroom

In the ten years in which we have been doing circle sessions with children and talking to teachers and counselors about their circle sessions, it has become evident that there is no one correct way to carry out the Human Development Program in the classroom or in any other setting. In fact, within a few guidelines relating to the environment, time, space, age and number of group members, etc., one might say that *the correct way is any way that works* for any particular teacher (or leader) and class (or group). The Human Development Program Activity Guides, by way of offering guidelines present a number of strategies that have worked for a number of teachers and leaders. The major things that need to be considered are:

Group Size and Composition:

Since time is taken to focus on the feelings of each participant who wishes to speak in the session, and to allow the group members to listen reflectively to each other, the group will need to be kept relatively small. We have generally seen that any number from seven to twelve usually works out best. When the number reaches thirteen or more it is difficult to simultaneously give everyone enough time to express



him/herself and to keep the interest of the students who are not verbally participating. Many students are generally capable of somewhat extensive verbalization, depending on their age and a number of other factors. This ability should be taken advantage of as much as possible and not stifled because of time constraints.

Each group should be as heterogeneous as possible with respect to sex and the racial and ethnic backgrounds of the students. Sometimes there will be a group in which all of the the students are particularly reticent. In this rare case the leader should bring in an expressive student who will spark the others to verbalization. Once membership of a group is established, it should remain as stable as possible.

Time and Space:

Most circle sessions last approximately 20 to 30 minutes at most grade levels. At first interest may abate before 20 minutes are up and you may decide to end these sessions sooner, but usually the problem seems to be carrying out all of the steps within a 20 to 30 minute time period. For those classes with more relaxed schedules some sessions have lasted 45 minutes, or more, with high interest. Generally speaking, as the students experience the sessions they become comfortable and highly motivated to express themselves, to listen refelctively and to discuss the meaning of each session.

We make few recommendations to leaders of circle sessions regarding times for conducting the sessions, but we will mention some of the times that classroom teachers have the sessions that are satisfactory for them. Often the circle is conducted in the morning as an initial activity, thereby setting a positive tone in the classroom for the rest of the day. Other teachers prefer to hold the session at the end of the school day as a kind of "coming together" before going home. Still others conduct the circles during the day at feasible times. Once a time is established, it should remain as stable as possible so that the children will be able to know that it is something they can depend on.

With respect to scheduling many teachers have carried out the program as part of their social studies curriculum and/or language arts program. The process involved in the circle session has been seen by many as "social studies in perhaps its purest form". And the fact that it is a language program, although it is much more, is apparent.

Since classrooms and other settings vary greatly in the amount of space available, we make few recommendations along these lines. Generally, a circle session may be carried out wherever there is room and few or no distractions. (A discussion is presented in the Activity Guides regarding the achievement of these conditions.) Most teachers seem to prefer having the children sit on chairs, rather than the floor, since they seem to be less apt to invade one another's space while seated in chairs. However, many groups do sit on the floor and some teachers (and/or leaders) conduct sessions with the children out-of-doors with everyone seated in a quiet, secluded grassy area.

How Often Should the Sessions be Held?

THE PROGRAM SHOULD BE CARRIED OUT DAILY, OR AS CLOSE TO THAT IDEAL AS POSSIBLE, IN ORDER FOR THE MOST BENEFITS TO OCCUR. The more often students are exposed to the circle session process and to the issues being discussed, the better. This is particularly true, due to the developmental nature of the topics which build understanding in the students in a sequential manner.

We are aware that large classes, overcrowded schedules, and other pressures facing you make this difficult, however, especially at first. For those teachers in typical classrooms with 28-48 children who recognize the importance of including an affective educational program, such as the Human Development Program in the curriculum, there *are* ways to do circle sessions on a daily basis. Some plans that have been used successfully by many teachers for involving as many children as possible are described in the Activity Guides. Some of these plans involve forming three or more groups at the outset, while others describe procedures for more gradual involvement of everyone. Answers to such questions as, "What do I do with the rest of my class (who are not participating in the session)?" are supplied in detail in the *Activity Guides* and the *Supplementary Idea Guide*.

As stated above, the students may be trained to assume leadership responsibilities for their own sessions. The activity guides, Levels I through IV, describe the procedure for Student Leadership Training as do Levels V and VI, (Figure A). At these higher levels procedures for expanding student leadership are also described so that the students may meet simultaneously in circle session groups in an independent manner while the teacher

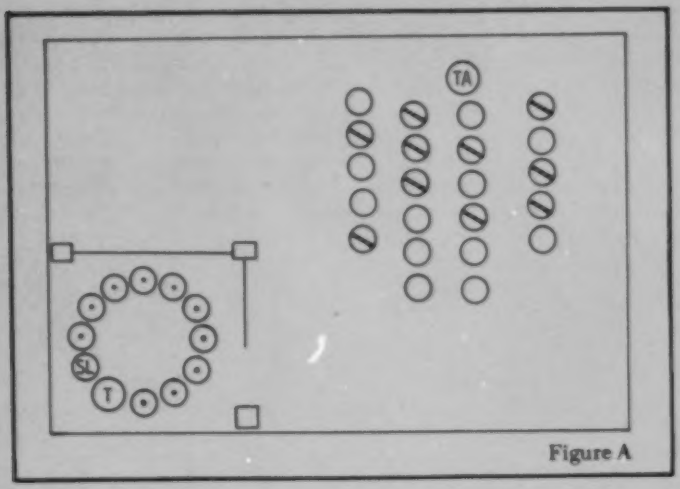


Figure A

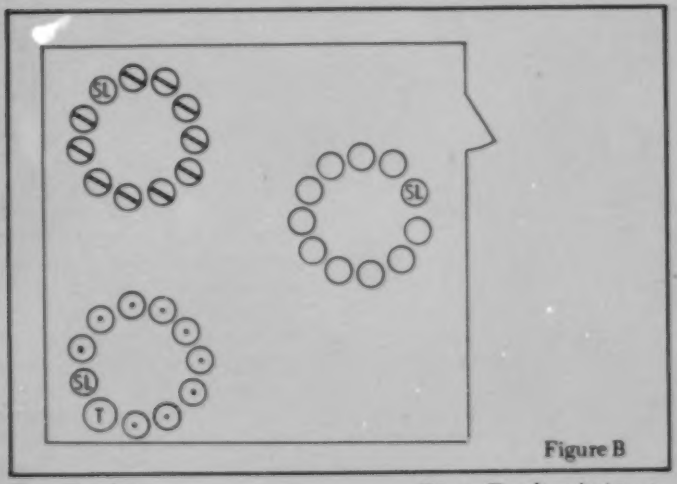


Figure B

T = Teacher
SL = Student Leader

TA = Teacher Assistant

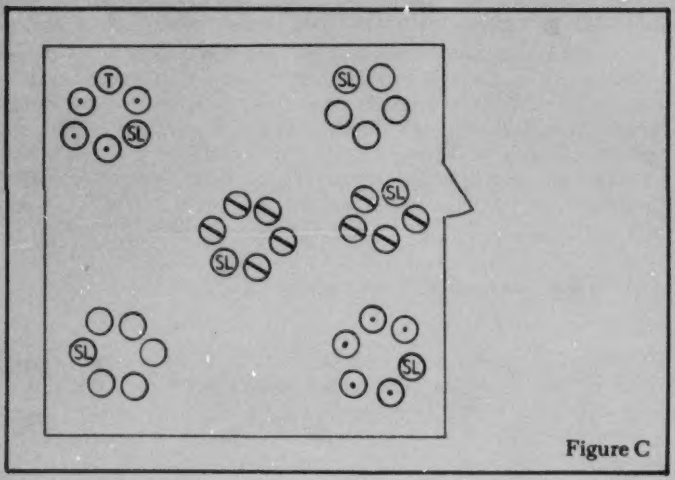


Figure C

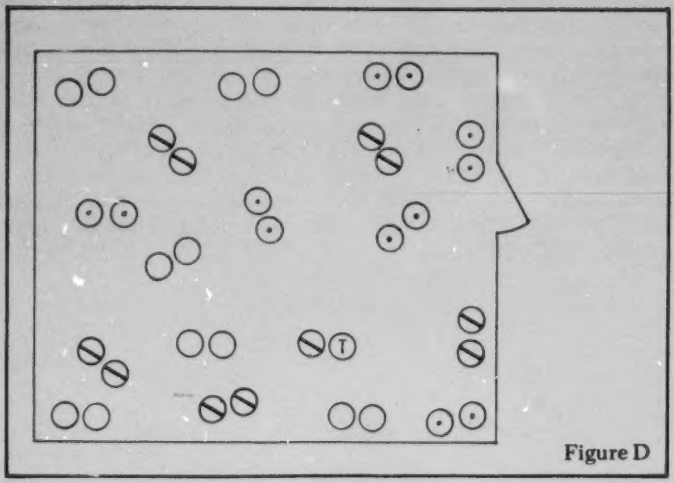


Figure D

circulates. This plan may be followed if time does not allow for the teacher to meet with each group, each day, at staggered times. (Figure B).

Appendix H illustrates, in the form of a minimally edited, taped session, how proficiently a student can carry out the responsibility of leading the session. At Levels V and beyond, other variations utilizing the student's growing skills in leadership are also described in the Activity Guides. These include smaller groups led by students (Figure C) and dyads (Figure D). These variations have very specific procedural formats, which are described in the activity guides for Levels V and VI.

Why is Student Leadership Important?

We believe that every human being (barring those having considerable sub-normal intelligence) has leadership potential and that the optimum time for energizing this ability is in childhood. As we have seen in countless classrooms, the students are very capable of effectively leading their own circle sessions. (See Appendix H.) It has also been noted that their ability to lead is likely to transfer to other school and community functions following the practice they have gained. Often, if students are not given a chance to experience successful leadership practice during their childhood, the chance is missed and later being responsible for a group effort or "getting up in front of people" is likely to be a frightening experience. For this reason, Student Leadership has become an important component of the Human Development Program. Leadership in the accepting atmosphere of the circle session is a good place to begin this important function. Then, as they grow and mature, students may *choose* to lead in certain situations and follow in others. The choice will be theirs because they will know that they have led successfully in the past.

Parents and Community

Due to the ever-increasing, positive trend toward parental and community involvement, teachers and school administrators are urged to inform the community of the objectives and format of the Human Development Program as it is instituted in the school, or, better yet, prior to its institution. Invitations to parents and community members should be extended so that they might hear about the program and see it in action, first hand. If it is feasible, carry out circle sessions in which the parents and interested members of the community are participants. This has been done in a number of schools with success and is highly recommended. The "Warm Fuzzy" Awareness topics presented in Appendix E are generally well suited for this kind of experience. (*The Human Development Program Supplementary Idea Guide, Revised, 1974,* provides additional information and suggestions for relating information about the program to the community and for acquiring its support.)

The Results of Relevant Research

Through the last several decades, research has been conducted, which demonstrates the importance of "psychological" or "affective" factors in education. In recent years, research of this nature has increased. Three of the best known studies are those of (1) Flanders, (13, 1939 and 1965) who noted the importance of the teacher's responsibility to listen to pupils, to behave in such a way that pupils know that they are cared about, and to set time aside for pupils to have a chance to discuss those things that are important to them, (2) Rosenthal and Jacobson, (32, 1968) who reported the importance of teacher's expectations in pupil performance, and (3) Coopersmith, (6, 1968) who demonstrated the criticality of self-esteem in child growth and development. Numerous studies dealing with these and related concepts have been conducted and many have been reviewed in the *Human Development Program Supplementary Idea Guide*. This overview will concentrate, however, on limiting its review of the literature to research that relates directly to the Human Development Program (HDP).

In the ten years since the advent of the original theoretical conception of the program, there have been roughly two dozen known investigations which either name HDP directly, or test those variables to which HDP is directly addressed. The tendencies with new educational programs include partial adoption of sometimes marginally understood concepts, head-long bandwagoning, outright rejection, and, given that the new program sustains itself, tentative attempts at scholarly reviews of efficacy. The Human Development Program has enjoyed all of the above, the latter beginning during the recent years.

Of the roughly two dozen attempts at studies of efficacy, eighteen have been selected for review here. Of these eighteen, some are little more than subjective responses to the program, while others are serious scientific investigations. This section is organized to reflect each. There follows three

subsections, a) Literature Based Upon Reasonable Objectivity; b) Literature Based Upon Subjective Responses or Descriptive Statistics; and c) Literature Based on Evaluating the Effectiveness of the Human Development Program Workshop. It is hoped that the reader with a scholarly inclination will be motivated toward productive criticism as a springboard for conducting progressively more sophisticated investigations. It is only through the test of rigorous investigation that the Human Development Program can move from its initial tender steps into efficacy research to its ultimate goal of generalizability to a variety of educational situations.

Literature Based Upon Reasonable Objectivity:

These investigations are divided into two parts, those dealing with the Human Development Program as the primary variable, and those dealing with the program as the facilitator to measured growth in school content. This review begins with the former.

Minteer (24) conducted a study of the effect of HDP on first grade pupils. Tested variables were those articulated in the Human Development Program Developmental Profile, (1) Awareness of Self, (2) Sensitivity to Others, (3) Effectiveness, (4) Self-Confidence (5) Tolerance, and (6) Interpersonal Comprehension. The investigator divided a class of first graders (N = 21) into two groups of equal sex representation, and conducted a 14 week program, the Experimental Group experiencing four circle sessions of 20 minutes each per week and the control group experiencing 4 language arts sessions of 20 minutes each per week. Baseline data were collected on each pupil via the Developmental Profiles (scaled teacher observation profiles developed specifically for HDP). Post test data were also collected via the Developmental Profiles with teachers rating pupils in the absence of the baseline profiles. The investigator found differences favoring the Experimental Group at the .01 level of confidence on the variables of Awareness of Self, Effectiveness, and Tolerance. Non-significant differences existed on the other three variables.

Using variables of social-emotional growth (Brenner Pre-School Test) and the mean growth score on HDP Developmental Profiles, Elbert (9) investigated the effect of HDP circle sessions on Head Start Pupils in the Southwest. Circle Sessions were conducted regularly over a five month

period, coupled with monthly teacher in-service days during which video-tapes of teacher-led circles were shown and de-briefed. Experimental pupils exceeded control pupils at the .05 level of confidence on both tested variables. Elbert's report does not reflect on experience for control pupils. Whether, in terms of time or content, it was designed to produce a measure of experimental-control equivalence was not stated.

Darrigrand and Gum (8) reported an investigation directed at comparing the effect of two kinds of affective education strategies, used under a variety of circumstances. The two programs were the Human Development Program, and the Developmental Guidance Program (DGP) for Middle Childhood. One hundred sixteen second graders were divided into four groups by the pupil personal services division of the local school district. The 14 null hypotheses can be categorized into those concerning self-concept, those concerning school attitude, and those concerning peer relations. Variations of treatment included, Group I: DGP for 20 minutes daily for 50 sessions; Group II: HDP circle sessions for 20 minutes daily for 50 sessions; Group III: DGP for 20 minutes daily for 25 sessions begun at the middle of the Group I experimental period; and Group IV received no attention from either DGP or HDP. The generalized findings showed that all experimental groups grew in liking for others, indicating the peer relations value of systematic social interaction; the longer a program is conducted, the greater the growth, at least when comparing 50 sessions with 25 sessions; HDP produced greater growth in 50 sessions than DGP did in 25 sessions; and both DGP and HDP affected all three major variables. A strong trend, while nonsignificant at the criterion level of confidence, was the superiority of HDP over DGP when conducted over an equivalent period of time. Among the ten specific null hypotheses rejected at .01 level or better, were those concerning the effects of HDP, as compared with control pupils, and those dealing with HDP and school attitude.

An investigation into the effect of HDP on self-esteem (Coopersmith Self-Esteem Inventory) was conducted by Mosser and Evans (25). The study sample was made up of 142 fifth graders, all below the 30th percentile on the Metropolitan Achievement Test of total reading and math concepts. The sample was divided into three groups, Group I to experience 20 minute circles, four days per week for 25 weeks, and Group II to experience 20 minute circles, 2 days per week for 25 weeks, and Group III to experience no HDP circle sessions. Using analysis of covariance to compare the group's scores on pre and post test data from the Short Form of the Coopersmith Self-Esteem Inventory, the investigators found that Group II exceeded

Group I and Group III, at the .05 and .01 levels of confidence, respectively. It may be generalized that they key to growth in self-esteem via HDP circle sessions is the duration of circles over a period of time, rather than the number of circles conducted in a shorter period of time.

In contrast to the above findings are those reported by Hawkinson (16). Her investigation, conducted over the period of one year with a relatively small sample of low to low-middle socioeconomic level primary children, and using tests of interaction (Flanders), Teacher Ratings (Coopersmith), and self-image (PSAT), did not turn up significant growth data favoring HDP on any tested variable. The existence of studies such as those of Hawkinson, and Mosser and Evans, simply point up the ambiguity of these initial tentative steps into the realm of HDP research, and supports the need for a massive field-based effort of serious investigations.

A variety of investigations have been conducted using HDP circle sessions to facilitate academic growth. The reader is cautioned relative to these data; the Human Development Program is not designed as a "back-door" or "sneak-attack" approach to academic growth. Rather, HDP circle sessions, if they are effective at all, must be effective in terms of whole people, thus their effect upon academic growth.

Brett (4), in a very carefully controlled experiment, sought to test the effect of HDP circle sessions on the cognitive performance of kindergarten children. Using IQ (Lorge Thorndike) and Reading Readiness (Lee Clark) as focal points, she applied a treatment of 20 minute circle sessions, 4 days per week, and story reading on the same schedule in her control groups, selected within a sample of 145 pupils. The Solomon Four-Group Design was utilized in the study to control for testing error. Analysis of variance showed significance on IQ and Reading Readiness at the .01 level of confidence.

McGee (23) also worked with preschool children. Her target data were IQ (Peabody Picture Vocabulary Test), Social-Personal Adjustment (California Test of Personality), and the dimensions of Awareness, Mastery and Social Interaction as reflected and defined on the HDP Developmental Profiles. Utilizing a case study method (N = 9), with the absence of control groups, McGee Conducted 28 weeks of HDP circle sessions in an Appalachian Head Start class. Her findings indicate that circle sessions are facilitators of Peabody IQ growth (pre-post growth at the .05 level of confidence) nonsignificant growth on California Test of Personality scales of social and personal adjustment, and a mean gain of 2 points on a scale of 10 on the HDP Developmental Profiles.

Fenstermacher (11), in a more complicated design, investigated the effect of structured groups (HDP circle sessions) versus unstructured groups on field independent (analytical personality type) and field dependent (global personality type) low achieving fifth grade readers. One hundred and twenty eight pupils were involved in the study over a treatment period of 12 weeks. The investigator found that both structured and unstructured group experiences were equally effective in producing reading test score gains in 12 weeks as was direct reading instruction for a like period of time. She found both structured and unstructured sessions to be equally effective with both field dependent and field independent pupils. Finally, she found structured (HDP) sessions to be significantly more effective (.05) than unstructured sessions in producing reading test score growth.

Reading reinforcement and group counseling were compared by Shelver (36) in a study conducted with 82 low-achieving second and third graders. Generalized findings indicated that reading reinforcement was more effective for producing total reading growth than was either group counseling or a combination of group counseling and reading reinforcement. This experiment was limited to eight weeks, a factor which gives the direct input of reading reinforcement a substantial edge over the indirect effect of counseling. However, reinforcement coupled with group counseling was not shown to be statistically effective either.

Jackson (20) reported an investigation into HDP circle sessions and their effect upon reading achievement and self-concept. Sixty-four fourth grade boys and girls were divided into two groups, one Experimental and one Control. Control pupils received no treatment whatsoever. Experimental pupils received nineteen 25 minute HDP circle sessions over a ten week period of time. Jackson found that Experimental pupils exceeded Control pupils on an informal reading inventory, significant at the .05 level of confidence. He found nonsignificant differences between the Experimental and Control groups on a self-concept test.

Finally, Fearn (10) investigated the effect of HDP circle session activities used class-wide, on the written affective vocabulary production of a class of suburban, gifted fifth graders, and one of inner-city sixth graders. Pre-test data were collected from pupil written responses to visual and auditory stimulation, the investigator and classroom teacher in each case scoring independently of one another. Interjudge reliability exceeded .96 on all test scoring. A total of 12 clock hours of time was spent in each classroom over a period of nine weeks, each session conducted as directed by the HDP Activity Guide, but with the entire class at once. Post-test data were

collected from a readministration of the pre-test stimuli. The investigator found a 31% increase in the written use of affective vocabulary (.01 level of confidence) in the gifted class, and a 52% increase in the written use of affective vocabulary (.01) in the inner city class. Fearn's findings are supported in the literature on vocabulary development where the preponderance of the evidence shows an indirect approach to vocabulary development to be the most effective.

Literature Based Upon Subjective Responses Or Descriptive Statistics:

Lindborg and Turner (22) reported on the effect of HDP circle sessions on the pupils in 17 classrooms in St. Paul, Minnesota, where the mean weekly incidence of circle sessions was 2.5, and the mean weeks of conduct was 10. They reported on four questionaire items to which the 17 teachers responded after the demonstration project on HDP had been completed. Teachers reported that 36% of their pupils showed an increase in physical showings of feelings, while 16% became less physical in their show of feelings; 56% became more apt to express feelings verbally while 3% became less apt to verbally express feelings; the quality of affective verbal expression (refer to Fearn, 1970) grew for 56% of the pupils, and fell for 3% of the pupils; 7% of the pupils became more apt to be self-depreciating while 15% became less apt to be self-depreciating; and 37% of the pupils showed increased self-approval while 4% showed less self-approval. Teachers also reported a generalized reaction to their pupils, indicating that pupils became less demanding of attention from their teacher.

Strickler (37) concluded that systematic application of attention to developmental guidance produces the greatest gain in self-concept and self-esteem, and that the powerful variable in affective education is not the specific program, but the attention given the program in terms of time and regularity. He drew the above conclusions from his evaluation of HDP and other programs in his school district. Specifically, he found that wide and consistent use of a variety of guidance materials produced the greatest gain in Esteem (Coopersmith Self-Esteem Inventory —Short Form) and Self-Concept (Waetjen's Self-Concept Instrument), and that consistent use of HDP circle sessions only produced the second greatest gain.

Savedra (34) directed a program of HDP circle sessions for one year in a Bilingual/Bicultural Education Program in an elementary school in the

Southwest, comparing a variety of test-based data with a control school. He reported growth exceeding that in a control kindergarten in the areas of oral competency, Spanish performance, English performance, affective performance, HDP Awareness, Mastery, and Social Interaction, peer relations, teacher relations, enjoyment of school, general happiness in school, and self-esteem. Among first graders, changes favored HDP circle session pupils in the areas of reading, Spanish, and HDP Awareness. Absenteeism was a carefully checked variable. At the kindergarten level, the control absenteeism rate was one day in five; at the experimental school it was one day in 12.2. At the first grade level, the absenteeism rate in the control school was one in four; at the experimental school it was one in 17.2.

Student responses to circle sessions were reported by Schneider (35). Students in the demonstration ranged from age 14 through 26 and all were in a summer diagnostic center for the remediation of learning difficulties. Students in HDP circle sessions reported the sessions to be personally useful in the sense of providing new coping skills and better feelings toward themselves.

An application of the HDP circle session concept was made to the community college level by Ritzman (29). College students, under the leadership of a trained counselor, participated in modified circle sessions once each week for one hour over a period of 12 weeks. They reported feelings of personal growth and a willingness to call the experience "personally successful."

Literature Based on Evaluating the Effectiveness of the Human Development Program Workshop:

This final part of the review of the literature focuses specifically upon a fundamental part of the Human Development Program, the HDP Workshop. The in-service workshop is enormously important to the total program because it is the vehicle which must translate theory into practice.

Firth (12) studied three 30 clock hour workshops conducted during 1973 in three major population centers in the southern tier of states. Focusing upon variables of openness, child-centeredness, and teacher-recognized need for teacher-child affection, Firth administered the Rokeach D-Scale-Form E, and the MIND and Teacher-Child: Affection Scales (VAL-ED: Schutz) to 161 teacher-participants. He found that each of the workshops

produced significant positive changes in the participants on all three variables.

The HDP Workshop in a California community was evaluated by the 130 teacher-participants (17). Descriptive data indicate that on questions of "value to me", participants rated the formal presentations, demonstrations, group experiences, and whole workshop very high, the percentage of favorable responses ranging from 70 - 80 while unfavorable responses ranged from .7% - 7%. Of the 117 teacher-participants who responded, 108 indicated that the workshop was more valuable than any other workshop they had ever attended, while 3 indicated that it was less valuable.

The Human Development Program Materials:

Human Development Program theoretical, curricular and evaluative materials have been researched and developed by Doctors Palomares and Bessell and Geraldine Ball, John Jensen and others. A brief description of these follow:

Methods in Human Development, Theory Manual [Revised, 1973]:

This book, appropriate for use as a basic theoretical text in the areas of educational psychology and child growth and development, also provides an extensive theoretical rationale for the Human Development Program. It describes how the program has been designed to meet the needs of children in the areas of emotional and social development.

Human Development Program, Activity Guide for Pre-School and Kindergarten [Revised, 1972]:

Written for both pre-school and kindergarten classes, this book presents a circle session or "Magic Circle" for each day of the school year, including the topic, theoretical rationale and suggestions relating to how to carry out the session. Each activity relates to one of three growth areas: *Awareness* (increasing awareness of the feelings, thoughts and behavior of self and others), *Mastery* (developing a feeling of self-worth within the child) and *Social Interaction* (increasing social understanding and competencies).

Human Development Program, Activity Guides, Levels I, II, III and IV (Revised, 1972):

These four books, appropriate for their corresponding grade levels, each provide daily circle session activities for a school year. The topic, theoretical rationale and suggestions for how to carry out each activity are presented. At the beginning of each guide a series of basic sessions taken from prior levels are presented, so that, for example, a fourth grade teacher may simply use the Level IV book. Each session relates to the growth areas of Awareness, Mastery and Social Interaction. Acceptance of one another's feelings and learning to become effective listeners are also key objectives. Each level also provides guidelines for encouraging decision-making on the part of the students and for transferring leadership of the circle session from teacher to student.

Human Development Program, Activity Guides, Levels V and VI, 1974:

Levels V and VI offer topics related to Awareness, Mastery and Social Interaction in the same manner as for Levels I through IV, as well as information relating to how to carry out each session. More information is offered in these levels relating to classroom articulation, however. Information relating to informing parents and the community about the program, use of the topics and supplementary activities in a variety of subject areas that relate to the unit themes of the program, are also provided.

Human Development Program for Institutionalized Teenagers:

This book, designed primarily for teenagers in correctional institutions provides information relating to their specific emotional and social needs and those of teenagers in general. A theoretical background of the Human Development Program is presented as well as suggestions for optimum ways in which the program may be used. A basic series of topics, relating to the growth areas of Awareness, Mastery and Social Interaction, as well as

extensive information relating to how to conduct circle sessions make this book appropriate in public and private secondary schools as well as institutional settings.

At this writing, a manual for *the Human Development Program and the Prevention and Treatment of Drug Abuse* is also being prepared.

Human Development Program
Supplementary Idea Guide:

This booklet offers a selection of information relating to the Human Development Program strategies, multi-cultural awareness issues, curriculum expansion, staff support systems, orienting others, a comparison between the Human Development Program and sensitivity training and a reading list.

Human Development Program "Magic Circle"
Story and Activity Booklets:

The Human Development Program at-a-glance, this booklet for children depicts Miss Williams and a group of children in her primary class having their very first "Magic Circle." In cartoon form, the story reveals how the session is carried out, including the introduction of the topic, the verbal participation of each child, the development of listening skills and a review and summary of the main concepts learned in the session. Four pages of individual awareness activities for the children are provided at the end of the booklet as well as a letter to the parents describing the theoretical purposes of the Human Development Program. Information for the teacher suggesting uses for the booklet is provided.

In addition to these materials the following evaluative tools have been developed:

Developmental Profiles:

Designed similarly to the Fel's Rating Scales, the set of fifty Developmental Profiles are used to evaluate student progress in the areas of awareness of self, sensitivity to others, self confidence, effectiveness, interpersonal comprehension and tolerance. Descriptions are given as a guide for each scale to help the rater make the most objective rating possible. Ratings for one child made every six weeks throughout the school year fit onto one developmental profile sheet. The profiles are a valuable instrument for program evaluation. (See Appendix G.)

Interpersonal Effectiveness Diagnosis,
By Monroe K. Rowland, Ph.D. and Jerry K. Southard, Ed.D.:

The Interpersonal Effectiveness Diagnosis (IED) assesses the degree to which the classroom in which a child is placed meets his interpersonal needs. These needs — affection, inclusion, and control — are based on the work of William Schutz as presented in his book *Fundamental Interpersonal Relations Orientation: A Three-Dimensional Theory of Interpersonal Behavior*. The IED arrives at both individual scores for the compatibility of an individual student with his peers and teacher, and diagnostic profiles for individuals and groups which permit detailed analysis of the causes of incompatibility.

The principle reason for assessing interpersonal compatibility is the exceedingly strong research evidence of the relationship between compatibility and productivity. In these days of accountability, the IED is an important tool for the improvement of student learning. Moreover, the IED is useful in making the classroom a happier and more comfortable place for children.

The IED can be administered in groups or individually. It is a pencil/paper device with accompanying cassette tapes in both English and Spanish. The tapes are used in the primary grades in conjunction with the pencil/paper form. They are optional at higher grade levels but are recommended where reading difficulties may exist.

For additional information regarding the Human Development Program materials, please contact the Human Development Training Institute.

Workshops

In addition to its materials, the Human Development Training Institute conducts the following types of training workshops:

Human Development Program pre-service and in-service training for teachers, counselors and administrators

Staff Training in Affective Education

Parent Advisory Council Training

Workshops in developing creative oral communication in children in Bilingual/Bicultural Education Programs

Career Development Institutes for grades 1 through 12

Drug Education Counseling Staff

Correctional Institution Staff Human Relations Training

Human Development Program Workshops place a strong emphasis on experiential learning in participants. Lecture presentations are kept to a minimum, while more time and attention are given to demonstrations with children, circle sessions with adult trainees and other positive exercises for the trainees to increase their awareness, confidence and skills in social interaction. See page 43 for research results evaluating the effectiveness of the HDP workshop.

Further information regarding workshops may be obtained by contacting the Human Development Training Institute.

Where To Go From Here

By offering these materials and the training workshops the Human Development Training Institute hopes to bring the satisfying experience of being a member of a circle session to more people.

Although it is impossible to provide you with enough information to carry out the program over an entire school year in this overview, it is my hope that I have provided you with enough of the "basics" to help you decide whether or not you are interested in inaugurating the program in your classroom, school or district. If you decide that you are, some of the materials described above will be needed. If you are a teacher, you will need the activity guide at your grade level to supply you with the information you will need to sustain the program over the period of a school year. The Theory Manual will provide you with the fundamental theoretical understandings that a leader needs in order to conduct the circle sessions in accordance with the general principles of the program. The list of "warm fuzzy" topics in Appendix E will provide you with a small supply of initial topics in the area of Awareness, so that you will be able to start conducting sessions right away if you desire to do so. Prior experience in affective techniques in the classroom will be helpful in carrying out the program and special training in the Human Development Program will be even more helpful and is highly recommended, if available.

Those of us who work with the program have seen that is has helped students to develop their personal effectiveness and to succeed academically and we have seen educators, who use it, enjoying their jobs more. They are seeing the students as fellow human beings who feel, think and behave as all humans do — each one in his/her own unique way. We feel that the Human Development Program provides an experience for circle participants in which they may begin to accept and appreciate their own humanness and the humanness of others. It is our objective that these feelings will lead to enjoyment and celebration *that they are human beings!*

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Appendices

A — An Awareness Unit: "Positive Feelings, Thoughts and Behavior," Unit I, from Levels V and VI Activity Guides, by Geraldine Ball

B — The Development of Mastery — Unit II, from the Pre-School and Kindergarten Activity Guide, by Harold Bessell and Geraldine Ball

C — A Mastery Unit on Self-Confidence, Self-Sufficiency and Effectiveness. Unit II, from the Levels II, III and IV Activity Guides, by Harold Bessell

D — A Social Interaction Unit: Unit II, "Building Trust," from Levels V and VI Activity Guides, by Geraldine Ball

E — "Warm Fuzzy" Awareness Topics

F — A Basic Series of Topics, Chapter 8 of the Human Development Program for Institutionalized Teenagers, John Jensen, Compiler

G — The Human Development Program Developmental Profile

H — Transcript of an actual, minimally edited tape recording of a Circle Session led by a fifth grader being trained by Geraldine Ball

Appendix A

Unit I
AWARENESS — Positive Feelings, Thoughts and Behavior

From Levels V and VI Activity Guides
By Geraldine Ball

In this initial unit we move directly into developing awareness via topics that involve pleasant feelings and thoughts and positive behavior. The overlapping of these functions becomes apparent as these sessions are carried out. Yet, by focusing on each area in turn the children may begin to see in what ways each function is separate. With this knowledge, self awareness and awareness of others may result to some extent in each child.

The positive aspects of human functioning are stressed throughout the program, but it is in these early stages that it is most important that the activities be elementary, eliciting positive feelings. (Topics relating to such negative feelings as anger, sadness, fears, etc. are introduced later when the group has had time to develop trust and understanding.) For this reason, the topics in this unit relate to such things as pleasant memories, favorites, aesthetic appreciations and successes. These kinds of personal experiences, thoughts and feelings are shared while the children develop rapport with one another and learn how a circle session works.

Topics on Positive Feelings, Thoughts and Behaviors:

Positive Feelings:
- "A Pleasant Memory"
- "My Favorite Animal"
- "My Favorite Food"
- "My Favorite Possession"
- "My Favorite Game"
- "A Time When Something Funny Happened"

Positive Thoughts:
- "My Favorite Place"
- "Something I Like to Daydream About"
- "My Favorite Movie or TV Show"
- "Something That I Think Is Beautiful"
- "A Time When I Came Up With the Answer"
- "I Had A Good Idea"
- "Something I'm Looking Forward To"

Positive Behavior"
- "A Smile From Someone Special"
- "A Good Friend"
- "Something You Do That I Like"
- "How I Made Someone Feel Happy"
- "How I React When I'm Happy"
- "How I Like To Spend My Free Time"
- "My Favorite Musical Group"
- "An Adventure I Had"
- "If I Could Do Anything I Wanted"

POSITIVE FEELINGS

"A Pleasant Memory"

This initial topic is presented in order that the children may express themselves on a very positive and simple subject while they begin the more complex task of learning the format and expectancies of the circle session.

Help them to think of a pleasant memory by asking them to remember a time when they were happy. Then ask them to remember what brought about the happy feeling. Tell them that if they wish to tell about what happened and describe the good feeling they had, you would like to hear about it. Take your turn first, if necessary. As each child tells about his/her pleasant memory, be sure to ask him/her to tell what his/her feeling was.

Right at first, emphasize the importance of behaving in accordance with the ground rules. Discuss with the children the reasons for having them. *The listening aspects are particularly important and should be stressed.* For this reason, be sure to conduct a brief review, in which the children reflect to each other, in turn, what they heard each other saying.

Summarize by asking the children:

1. *Did anyone notice anything about what someone said that reminded you of what someone else said?*
2. *In what ways were their feelings similar?*

"My Favorite Animal"

Discuss briefly with the children how animals bring joy into our lives. Clarify the topic by asking them to tell about any animal that they are particularly fond of, such as a specific pet of their own, or someone else's, or it could be a type or breed of animal that they enjoy seeing at the zoo or reading about in books, etc.

As each child participates, ask him/her to tell how he/she feels as he/she holds, rides, pets, looks at or reads about his/her favorite animal.

Following a review of what each person who participated told about, ask the children:

1. *What was the same about everyone who told about their favorite animal and what was different?*

(Everyone had an animal in mind but for each person it was a different animal, with possibly a few exceptions. Although this is elementary, it is a vital concept, which leads the children to an experiential understanding of the important concept that all people have feelings but do not feel the same way about the same things. Therefore, each of us is unique and that's okay.)

"My Favorite Food"

With today's topic, the children will be discussing a good feeling that they receive through the sense of taste.

To help the children express themselves as fully as possible, encourage them to tell about a particular time when they ate their favorite food and how they felt at the time. One way to approach their feelings is to ask, "How do you feel when you find out that you're going to have (hamburgers) for dinner?"

After reviewing, ask the children:

1. *Is it always the same for everyone?*
2. *What makes you think that?*

"My Favorite Possession"

Most people have a number of possessions that are particularly significant to them in some way. Today the children will have the opportunity to tell each other about one thing that they possess that they treasure. Although it will be difficult in a number of cases to isolate one thing only, it is probably best to limit the discussion in this way in the interests of time.

Begin the session be reminding the children of the topic. As they begin to participate, ask each one how they feel when they use, wear, hold, or look at, etc. their favorite possession.

Following a review of what each child said, emphasizing what feelings he/she told about, summarize by asking the children:

1. *Everyone who took their turn told about a favorite possession, so in that way we were the same. In what ways were we different (possessions and feelings?)*

WHEN ASKED, "WHAT IS YOUR FEELING WHEN YOU . . . ? CHILDREN OFTEN RESPOND ONE AFTER ANOTHER WITH SUCH WORDS AS "GOOD" OR "FINE", ESPECIALLY AT FIRST. TO HELP THEM EXPRESS THEIR FEELINGS MORE PRECISELY AND FULLY ASK ANY OF THE FOLLOWING QUESTIONS:

"You feel good, like . . . (pause) . . . ? (how? or what?)"

"How does your body feel when you feel like that?"

"Does your body feel closed-in or expanded?"

"How do you breathe when you feel like that?"

"How do you hold your shoulders when you feel like that?"

"If you were a horse, what would you be doing?" (prancing, bucking, whinnying, etc.)

OTHER THINGS TO DO:

Each time you take your turn, try to use a "feeling word" that has not been used in the group before.

When a child says a new "feeling word" — call everyone's attention to it.

Make a list of "feeling words".

"My Favorite Game"

By informing one another of such things as their favorite games and how they feel when they play them, the children are not only becoming more aware of each other's preferences, but also that each person reacts to the external world in their own way.

As in the case with favorite animals, the topic is very broad. The game the child tells about may be any game he/she plays him/herself or participates in as a spectator.

The most important aspect of the session is to encourage the children to describe how they feel as they play the game or as they watch other people play it. To help them express their feelings as fully as possible, ask them to tell how they feel at various points in the game such as the "hide and seek", how they feel as the hider and how they feel as the seeker.

After reviewing, help the children to summarize the major points of importance resulting from the session, by asking:

1. *Did everyone who spoke have a favorite game?*
2. *What were the similarities and differences that you may have noticed between the games we told about and/or how we felt as we played them?*

"A Time When Something Funny Happened"

Most people love to relay humorous stories to one another. By "giving permission" to them to tell about something funny that happened, you are letting the children know that laughter and good feelings in the here-and-now are an acceptable part of a circle session.

As you begin the session ask the children to tell about something funny that didn't hurt anyone and ask them to tell about the funny part. (Where and when it happened are not important details.) Ask them to tell how they react to something funny and how it feels. Sometimes the children will tell about something that they did as a younger child that as they look back they see as being funny. This demonstrates their human capability to look at themselves and even laugh at themselves.

Let the children know that it is as acceptable to laugh in a session as it is to tell about their feelings.

Following a review in which the funny part of what each child told about, and how he/she felt, is reflected briefly to him/her by another, summarize by asking the children:

1. *What is it about something funny that makes it funny?*
2. *How do most (or all) of us seem to feel when we are reacting to something funny?*

SUPPLEMENTARY ACTIVITIES RELATED TO POSITIVE FEELINGS:

Suggest to the children that they tell you or another circle member when they are feeling good in the classroom or on the playground. Each day they may tell a different circle member and they should try to do it at least once each day. Point out to them that at times someone may choose to tell this to them and when this happens it should be considered an honor. Ask them to simply repeat to the first child, "You feel good right now," or whatever words the first child used to express his/her pleasant feeling. Reflection of this nature is used as a way of showing understanding of, and acceptance for, the child's feelings.

Suggest to the children that they ask each other, "Are you feeling good right now?" if it appears that they are.

Ask the children to write a story, the title being any of the topics related to positive feelings.

POSITIVE THOUGHTS

"My Favorite Place"

Discuss with the children how we have been taling about the feelings that we have and tell them that today we are going to talk about thoughts too. Discuss the difference between thoughts and feelings with them and how they lead to each other. Discuss also how people often confuse their feelings with their thoughts. Sometimes when someone is asked how they felt about something they respond with what they were thinking. Tell the group the following example:

Sue: "How did you feel about what happened?"

Tom: "I figured I'd better get out of there."

Tell the children what the topic for the session is and begin by taking your turn first. Tell them that you are going to use your ability to imagine

(which is one way that we use our minds) that you are in your favorite place. Then describe it and tell the group what you are seeing, hearing, smelling, etc. around you. If everyone closes their eyes they might be able to imagine the place as you tell about it better.

Then ask the children to tell about their favorite places. Suggest that they imagine that they are there and describe in as much detail as possible what is going on around them that they are sensing, such as sights, smells, sounds, textures, etc. Discuss how imagining a thing like a favorite place can bring the good feeling a person has when they are there, back to them in the present time.

Following the review, ask the children:

1. *What is the difference between a thought and a feeling?*
2. *Who can give an example of each?*

"Something I Like to Daydream About"

Discuss with the children how much of our time we spend thinking. Often we may appear to be doing something but while we are doing it we are daydreaming about something. Sometimes we just sit and do nothing but daydream. Everyone does this to some extent. Very often our daydreams are about something that we wish we could be doing, some place that we would like to be, or just about anything.

Then ask the children if they have something that they like to daydream about. As they are telling about their daydreams, ask questions that will help them express themselves fully with respect to the feelings they get when they are imagining that they are doing something they like to do, are in a place they like, or whatever the daydream is about.

Following a review, summarize by asking the children:

1. *Does daydreaming cause feelings?*

(If the children answer to the affirmative, ask:)

2. *What are some of the different kinds of feelings that the daydreams we told about give to us?*

"My Favorite Movie or TV Show"

Most people, expecially children, love to go to the movies or watch an enthralling TV show. To tell about what happened in the story and how they reacted to it is also an invigorating experience.

After introducing the topic, ask the children not to try to relate the whole plot of the movie or show, but to tell about the part that to them was the most significant in some way. Following their stories about the parts they liked, ask the children how they felt as they watched that part.

Sometimes children will tell about episodes that are generally distasteful to some adults and it is hard for us to keep from disapproving. While you are entitled to your feelings too, it is important that you demonstrate to the children that you do understand what they have said and *accept* the feelings that they express. Any judgments on your part will very likely be detrimental to any future sharing of feelings.

Following a review, summarize by asking the children:

1. *What were some of the main feeling reactions that were expressed in the group today to the movies and TV shows that we told about?*

"Something That I Think Is Beautiful"

The things that we find beautiful in the world give us a great deal of pleasure. It is also pleasurable for most people to tell others about what they find to be beautiful. It also increases our understanding of other people when we know what they appreciate.

Begin the session by asking the children to think about something that to them is a very beautiful thing. It could be an entire scene, such as a view from a mountain top or in a park, or just one object, such as a stone. As the children name things that they think are beautiful, ask them to describe the thing and to tell how they feel as they look at it, or hold it, or other. If necessary, take your turn first today.

Following a review, summarize by asking the children:

1. *Does everyone see beauty in exactly the same things in exactly the same way?*
2. *In what ways does a session like this help us to get to know each other better?*

"A Time When I Came Up With The Answer"

Figuring something out feels good, whether the process was laborious or the answer popped into one's head. It also feels good, in an atmosphere of acceptance and respect, to tell about it. (In an atmosphere of non-acceptance most people are particularly reticent to tell of a personal success because it often invites criticism and accusations that the teller is bragging.) In a secure atmosphere, however, the telling of a small or great triumph reinforces the teller's feelings of competence and self worth.

If necessary, start the session by telling about a time when you came up with the answer and how you felt about it. Urge the children to think of a time when they worked out a solution to any kind of problem, mathematical, some human dilemma, or other, Ask them to tell about how they reasoned in their minds and how they felt when they found out their answer or solution, was correct, or workable.

By way of summary, ask the children:

1. *Why do you think it is good to talk about your abilities and successes?*
2. *Why do you think it is hard to do it sometimes?*

"I Had A Good Idea"

The benefits of telling their peers about a time when they used their abilities to think constructively are two-fold for the children who participate in this session. First, their awareness that they have this ability to think creatively is increased. Secondly, it gives them "permission" to say something positive about themselves, which may have some effect on their self esteem. (This kind of verbal self-assertion is put into further practice through all areas of the program — especially in the units on Mastery.)

Tell the children that they may tell about any idea that they have had which they considered to be a good one. It could have been a way to enjoy themselves, a way they solved some kind of problem, or any idea they had that they had positive feelings about.

As the children participate, indicate your understanding of how they are able to use their ability to think.

After reviewing, summarize by asking the children?

1. *Who can mention other ways that people use their thought processes to make things better for themselves?*
2. *Who can mention other ways that people use their thought processes to make things better for other people?*

"Something I'm Looking Forward To"

Today we turn our attention toward the future.

Ask the children to think of something they are looking forward to in the near future. Emphasize that they may tell about anything; playing in the little league next spring, going on a trip with their family for the week-end, or playing with a friend this afternoon, after school, just so it's something they are looking forward to. If necessary, take your turn first.

As the children tell about what they are looking forward to, ask them to tell about the feelings they have right now as they think about it and what kind of feelings they expect to have when they are doing the thing they are looking forward to.

After reviewing, summarize by asking the children:

1. *Did our feelings about something in the future seem to be as strong as feelings we have about things in the past and feelings we have right now?*
2. *What were some other kinds of feelings besides good feelings that were mentioned (if any)?*
3. *What causes these other feelings (if there were any)?* (Sometimes uncertain feelings and fear of disappointment are expressed due to the fact that the events being discussed are in the future.)

SUPPLEMENTARY ACTIVITIES RELATED TO POSITIVE THOUGHTS:

Suggest to the children that they think of a way to try to cause someone to have good feelings and then do the thing they thought of for the person. Point out that it would be best if they did the action when they are feeling

good toward the person. Suggest to them that they should try to remember to do it at least once a day and to choose a different person each day to do it for. If they want to know how the person feels they may ask him/her.

Ask the children to write a brief story or poem about how good it is to be able to think.

Ask the children to keep a record for one day in which they try to list at least five ways they used their ability to think that day. Through this process, they will become more conscious of the multitude of ways they "use their heads" all of the time.

Ask the children to use their imagination and color a picture showing what life on another planet in another galaxy is like, according to their "mind's eye." Point out to them how everyone's picture is different, yet we all have the ability to think of those ideas and to plan how to present them on paper.

Play a recording of beautiful music for the class and point out how it first existed in the composer's mind.

Point out to the children how well they can use their minds to calculate as they work math problems. Emphasize how no other creature on Earth can add, subtract, multiply or divide like human beings can.

POSITIVE BEHAVIOR

"A Smile From Someone Special"

A smile is a simple yet dynamically powerful and influential behavior. It is a natural function that we do when we are feeling good.

Hold a piece of paper or a book over the lower part of your face and ask the group to see if they can tell when you are smiling. They will be able to because a smile effects one's entire face including the eyes. Discuss this with the children including the idea that when we smile it might feel funny and some people get embarrassed when they smile and they stop themselves. Yet, people are probably the most appealing of all when they are smiling.

Then tell the children about a time when someone who is very special to you smiled at you. Tell them how you felt when it happened and what you

did. (For one thing, you probably spontaneously smiled back.) Ask them if they can remember a time when someone special smiled at them. Ask them to tell the group about it, how they felt and how they reacted.

Some children may tell about a time when someone smiled at them superciliously, teasing or mocking them and the accompanying bad feelings that they felt. While this is not the focus of this session, a discussion about unloving, or uncaring, smiles may be of value at this point because the difference between various kinds of smiles and how they make us feel will be carefully thought about. You may mention to the children that later on in the program we will discuss ways people can and do cause each other to feel bad.

As the children smile throughout the session, remark to them how good they look when they smile. Expect the normal release which will follow in the form of giggling and laughing.

After reviewing briefly, summarize by asking the children:

1. *All of us are aware of how good it feels when someone who is special to us smiles at us. You know, we are all special people to someone else. Think for a moment of who you are special to. How will it make them feel if you smile at them?*

"A Good Friend"

People are friends because of the ways in which they relate to one another. No one can be friends with someone else until something starts happening in the relationship. The people involved start *behaving* in certain ways toward one another. Discuss these ideas briefly with the children.

Since the behavior of others is easier to perceive than one's own, we again focus in this session on someone else's behavior. Ask the children to think of a time when a good friend of their's did something that gave them (the teller) a good feeling. The action could have been directed toward the child who is telling about it or it may have been some other positive action. As the children describe the behaviors of their friends, ask them about the feeling they had at the time.

Discuss briefly how the way each person reacts to things is different and that's okay.

After reviewing, summarize by asking the children:

1. *What were some things our friends did that were similar kinds of actions?*
2. *What were some things our friends did that were different?*
3. *Does everyone here like exactly the same things?*

"Something You Do That I Like"

Again the children will focus on the positive behaviors of others and will tell each other a part of what they have observed. Briefly discuss how we have been learning that everyone has feelings, the ability to think and behaviors too. We know each other mostly by the behavior that we see in each other because we can never be sure about what's going on inside someone else unless they tell us what their thoughts and feelings are.

Begin the activity by telling the children the name of the topic and then by looking at one of them and saying the child's name. Then tell him/her something that he/she does that pleases you personally. It could be something the child did once or twice or something the child does on a habitual basis. Then ask the children if there is someone in the group who does something positive that they like and will tell the person how their behavior causes them to feel. Tell them that they need not tell about something very complex. It could be something simple, such as the way the person smiles, walks, dresses, or talks. As the children take their turns, urge them to name someone who has not as yet been named.

When all of the children who wish to participate have done so, and some children have not been named and told by a group member about something they do that the speaker likes, ask the children, "Who will tell (Fred) something he does that you like?" allowing some children who already named someone to have another turn.

Discuss how much easier it is to be aware of someone else's behavior than our own and how good it feels to have someone tell us about how they appreciate one of our behaviors.

After reviewing briefly, summarize by asking the children:

1. *Did you know that the thing you were told about pleased the person who told you about it?*
2. *How does a behavior differ from a feeling and a thought?*
3. *How is our behavior influenced by our feelings and thoughts?*

"How I Made Someone Feel Happy"

Today the children will focus on their own behavior.

It generally makes us happy if we find that we have effectively made someone else feel happy. And our feelings of effectiveness can be enhanced if we have an opportunity to tell someone else about how we did it. Today the children will be able to do just this. Tell the children what the topic is and ask them to describe briefly what they did to make someone feel happy. As they relate, ask them to tell how being able to do this made *them* feel.

Following a review of *how* the children made someone feel happy and the feelings *they* had as a result, summarize by asking them:

1. *What usually happens to our own feelings when we have successfully made someone else feel happy?*

"How I React When I'm Happy"

The children will focus on their own behavior again today. Tell them that this is what we will be doing and ask them to think back to a recent time when they felt very happy. Then ask them to tell what they did. They may have laughed, squealed, jumped up and down or maybe just smiled. Then ask them to tell about what made them happy and how they reacted to being so happy.

Discuss how everyone has their own behaviors. Even when we are having similar feelings, we respond in different ways and that's okay.

Following a review, summarize by asking the children:

1. *We told about different ways we reacted to being happy. How many ways were there in this group?*

"How I Like to Spend My Free Time"

Today the children are given the opportunity to tell each other about the ways they enjoy behaving when the choice is theirs.

Tell them what the topic is and ask them to tell about one (or possible two) distinct things that they like to do in their free time. Ask them to

describe the activity and how they feel when they are doing it.

Following a review, summarize by asking the children:

1. *Do all of us seem to like having free time for doing the things we enjoy?*
2. *Do we all enjoy the same things?*
3. *(For those who mentioned liking to do the same things:) Do we enjoy them for the very same reasons and in the very same ways?*

"My Favorite Musical Group"

Almost all children enjoy some kind of music and like to discuss their favorites. The emphasis today will be on how they respond behaviorally to their favorite music when they hear it.

Discuss the delights of music in general and then ask the children if they have a favorite musician, singer, singing group or band. As they begin to respond, naming their favorites, ask them to describe the music and how they feel as they listen to it. Then ask them how they generally respond to the music of their favorite musicians. Some of the children may report that when they hear their favorite musicians (or favorite number) they like to just sit still and listen. Others may report that they can't hold still — they get up and dance, drum with their hands, or tap their feet.

Following a review, summarize by asking the children:

1. *What were some of the differences that you may have noticed in the preferences we have in musical groups?*
2. *What were some of the different ways that we respond to our favorite music?*
3. *Did you notice any similarities?*

"An Adventure I Had"

Two sessions may be needed for this topic because children love to talk about their adventures and are able to relate detailed accounts.

By way of explaining the topic to the children, you may tell them that

they may tell about anything that they did, or were involved in, in which positive feelings resulted in them. It may have been an overnight camping trip, their first ride in an airplane, or a time when they spent the night at a friend's house. Let them know at the outset that if it seems like two sessions will be needed in order for everyone to have enough time to tell about their adventure, two sessions will be taken.

As the children relate their adventures, ask them to tell how they felt at various points in their stories, if necessary. (By this time, it is likely that the children will be telling about their feelings without solicitation.)

Following a review, summarize by asking the children:

1. *What were some of the similarities and differences that you may have noticed in the feelings that we told about?*

"If I Could Do Anything I Wanted"

Today the children will have the opportunity to use their imaginations to think of a behavior that they would enjoy. Ask them to think of something that they would enjoy doing, or find meaningful in some way, if they could do anything they wanted, that wouldn't bother anyone else, and to tell the group about what it would be. It might be something that seems very unlikely to ever happen or something that is probable. As they respond, ask them to tell how they think they would feel if they could do the thing they would like to do. (Discussions of why the children have not done these things or the likelihood that they ever will, are not relevant.)

Following a review, summarize by asking the children:

1. *Would all of us choose to do the same thing if we could do anything that we wanted to do?*
2. *Did some of us expect to have similar feelings if we could do anything we wanted to do, even though the behaviors might have been different?*

SUPPLEMENTARY ACTIVITIES RELATED TO POSITIVE BEHAVIOR:

Suggest to the children that they think of at least one person who they are special to and smile at that person at least once every day.

Ask the children to make posters and illustrate them, using the slogan: *"If you see someone without a smile, give them one of yours!"*

Ask the children to form small groups of approximately 3 to 4 children to meet independently as committees to decide on any activity they could undertake in which they might create, or improve on something that would benefit the entire class in some way. Ask them to check with you on their idea before proceeding to implement it. Give them one or more time periods that day, and perhaps the next, to carry out their positive behavior. When all of the groups have completed the task they chose they may make a presentation to the class, describing how they decided on what to do and how they carried out the task.

Ask the children to make a list of the behaviors they do each day to enhance and maintain their physical health. Ask them to write a sentence or two about each one explaining its importance.

Ask 5 or 6 of the children who are members of a circle session to pick a partner (one of the other children in the class) and to pair off with the child they picked to plan and present a short drama to the rest of the class. By way of direction, ask them to demonstrate at least one positive behavior in their presentation.

Put the names of all of the children in each circle session group in a box and allow each child to draw out one name of a fellow group member. (Keeping the name of the person that each child draws a secret will probably make the activity more fun.) Ask them to write a letter to the child whose name they drew telling them about something that they do that the writer of the letter likes, admires, respects, finds amusing in a positive sense, or other. Urge them to tell the person in the letter how they (the writer) feel when the person does the thing that they like. After collecting and reading the letters, pass them out to the children at a later time.

Appendix B

Unit 2
The Development of Mastery

From the Pre-School and Kindergarten Activity Guide
By Harold Bessell and Geraldine Ball

Format and Purpose

Mastery sessions are unique from those dealing with Awareness and Social Interaction in that they involve the physical performance of a task. The major purpose for these sessions, however, is to give each child a success experience. *The task itself is not the focus.* Rather, it is a vehicle set up precisely for the purpose of giving each child *deserved-positive-feedback* immediately after his successful performance, at an important time — when his peers are there.

For this reason, challenge can always be reduced so that each child is assured of success when he undertakes the task.

Sometimes the session is not held in the circle, such as the hand-washing activity which takes place with the group gathered at the sink. Each child has his turn while the others give their attention.

Your personal directions and commentary during the session are of great importance. Begin by giving very clear directions. Always demonstrate the task through to completion, saying as little as possible while you show them how the task is done. Demonstrate slowly and deliberately, never rushing. By knowing exactly what is expected the children are more likely to "take a chance" and volunteer.

As each child undertakes his performance, encourage the other children to watch and "pull for him." Do not allow distractions while a child is concentrating.

When each child performs the task successfully comment on his action using the words "*You can* (wash your hands) all by yourself!" or "*Can you ever do* things like that!" After some children have performed the task, ask other children, "Can she do that?" thereby allowing for her to receive positive feedback from a peer.

By praising the action you give him direct information he needs about his ability to manipulate the environment. Such praise, which describes, rather than evaluates, tells the child that he is effective and worthy.

As the children become more used to the sessions they begin to take joy in each other's accomplishments. An atmosphere of cooperation and congeniality gradually becomes more pronounced in the general learning environment, especially when these principles are carried over into other areas of learning.

In the circle, if a child attempts the task and has difficulty, help him only as much as is needed. Direct your praising commentary only to what was actually accomplished even if all the child succeeded in doing was to try.

Frequently during the Mastery session ask the children who have succeeded in performing the task how they feel.

To summarize each session ask the children, "How does it make you feel to know that you *can* (erase the chalkboard)?" Discuss how good it is to know that we can do things.

On the folowing pages, tasks which have been used extensively in the pre-school and kindergarten are listed and in some cases described briefly.

This general procedure may be applied to a wide variety of mastery situations that arise during the school day.

Seventh Week — Mastery in Personal Hygiene
I Can Take Care of Myself!"

Taks for pre-school children:

I can relax my body.	(Following discussion, each child lies down and relaxes. Lift an arm or leg to see if it is truly limp.)

I can wash my hands.

I can brush my hair. (Using a mirror.)

I can brush my teeth. (Use the latest dental guidance.)

I can dress myself. Buttoning, snapping, buckling, zipping, or other.

Tasks for kindergarten children:

I can relax my body. (Following discussion, each child lies down and relaxes. Lift an arm or leg to see if it is truly limp.)

I can wash my hands.

I can brush my hair. (Using a mirror.)

I can brush my teeth. (Use latest dental guidance.)

I can dress myself. Buttoning, snapping, buckling, zipping, or other.

Additional activities for kindergarteners are: Using an emory board, nail file, combing hair, lacing or tying bows.

Eighth Week — Mastery in Motor Coordination
"I Can Do It!"

Tasks for pre-school children:

I can sit down in a chair and get up again. Without causing it to move (or having very little movement).

I can carry a chair.

I can place a chair on top of a table.	(As noiselessly as possible.)
I can jump over something.	(If available use a candlestick. As the child jumps, the other children chant "_____ be nimble _____ be quick, etc." using his name.)
I can hop.	(The child decides which foot he would like to hop on. The group counts his hops. Allow three chances for each child.)

Additional acitivites: Opening the door and windows, and turning the lights off and on.

Tasks for kindergarten children:

I can carry a chair.	
I can place a chair on top of a table.	(As noiselessly as possible.)
I can pour water.	(From pitcher to glass.)
I can carry a tray.	(Which has objects on it. Set it down for him.)
I can carry a bowl of water.	(Fill the bowl no more than half-way. Set it down for him.)

Additional activities: Using the door stopper, and opening and closing drawers and cupboards.

Ninth Week —Mastery in Categorizing, Space Relationships and Numerical Comparisons
"I Can Figure Things Out"

Tasks for pre-school children:

I can tell when things are the same and when they are different. (Bring a box to the circle which contains several pairs of like items. Hand each child, in turn, one item and ask him to find something in the box that is different from it — then something that is the same. He shows the group what he picks.)

I can tell what is near and what is far. (Name two things, or places in the classroom to each child. Then ask him to go and touch the thing that is nearest. Sometimes alernate, asking another child to go to the thing that is the farthest.)

I can tell what is big and what is little. (Name two things in the classroom to each child. Then ask him to go and touch the thing that is the littlest — or the biggest.)

I can tell what is up and what is down. (To each child name a thing that is generally found up in the air (flying airplanes, tree branches, clouds, the sky, the ceiling, etc.) or on the ground (people's feet, roads, grass, puddles, rocks, etc.). He then responds with "It is up," or "It is down.")

I know when there is many and when there is a few. (Bring two jars containing beans, marbles or other — one containing many and one just a few. Each child picks up the correct jar when you ask, "Which jar has many (beans)?" or "Which jar has a few?")

Tasks for kindergarten children:

I know when there is many and when there is a few. (Bring two jars containing marbles, beans or other — one containing many and one just a few. Each child picks up the correct jar when you ask, "Which jar has many (beans)?" or "Which jar has a few?")

I know which has the most and which has the least. (Repeat as above, substituting the words "most" and "least.")

I know when there is one or more than one. (Have several jars of varying amounts. The child picks up the jar that you point to and tells the group if it has "one" or "more than one.")

I know when there is one, two or three. (Have three jars available, one containing one, one containing two and one containing three (marbles). Hand each child one of the jars. He counts them in front of the group and then tells how many it contains.)

I know when there is one less. (Have two jars available — one containing two, and one containing three (marbles). Each child, in turn chooses a jar and counts the marbles. Then he removes one and counts them again. Help each child to say, "If I take one away then there will be (marbles)."

Increase the challenge, if necessary, by adding more jars containing more (marbles).

Tenth Week — Mastery in Performance Skills
"I Can Use Things"

Clear demonstration first is very important during this week.

Tasks for pre-school children:

I can draw a line.	(Allow each child to make his line with the crayon he chooses. Later he may complete the picture.)
I can draw a circle.	(Same as above.)
I can stack blocks.	(Use about six large blocks.)
I can put a book in the bookcase.	
I can fold a piece of paper.	(Following the session he may wish to cut or color his paper.)

Tasks for kindergarten children:

I can open and shut a drawer.	(Without banging it or spilling the contents.)

I can cut a paper in two.	(Use small papers. Later he may use his paper to cut some more or for making pictures.)
I can draw on the chalkboard and then use the eraser.	(Have the children each draw a geometric shape.)
I can fold a cloth.	(Each child folds a square cloth, no larger than two feet by two feet, with at least two folds.)
I can fit things in a box.	(Have several items that can be fitted into a box in various ways. The child fits them in but the task is not completed until he has placed on the lid and it fits down on the box securely.)

Eleventh Week — Mastery in Counting
"I Can Count"

Be sure to give your attention more to giving deserved-positive-feedback to each child as he succeeds, rather than to "teaching."

Tasks for pre-school children:

Begin on Monday with two small objects, such as beads. Each child tells how many, one or two (beads), you have in your hand as you randomly change from one to two. Beginning on Tuesday add another (bead) and allow each child to count them touching each one as he counts. By Friday there will be six.

Increase the challenge, if necessary, by beginning with more (beads) or by continuing the procedure carried out on Monday, adding another (bead) each day, making it necessary for the children to count the number in your hand before responding.

Tasks for kindergarten children:

Begin on Monday with three small objects such as beads. Each child in turn, counts the (beads) touching each one as he counts. Each day add one or two more (beads) and repeat the procedure.

Increase the challenge, if necessary, by beginning with more (beads) or by having the children count them in a foreign language or by twos. Use fewer (beads) for these two latter activites.

Twelfth Week — Mastery in Perceiving Colors
"I Can Use Colors!"

Tasks for Pre-School Children:

Begin on Monday with three pairs of 3" x 3" square colored papers, cut from construction paper, preferably red, yellow and blue, the primary colors. Mix the six papers up and then place them carefully together side by side in pairs. Mix them up again. Then each child pairs them. Begin on Tuesday by adding another pair of cards in another color. Continue the procedure, matching the pairs, until by Friday seven pairs are in use. The secondary colors, orange, green, purple, then black should be introduced next. Do not stress the color names in these activities, only the child's visual ability in pairing the color cards.

Tasks for kindergarten children:

Follow the procedure described for pre-schoolers beginning on Monday with four or more pairs of color cards. On Tuesday and Wednesday add one to three more pairs of cards each day. Use the names of the colors as they are worked with, but do not stress that the names be mastered yet. On Thursday bring only one card from each pair of red, yellow and blue. Each child points to the color you name as you name it. On Friday hold up a card and ask the child whose turn it is to name its color. Due to the rapidity of the procedure on Thursday and Friday, each child may have more than one turn.

To increase the challenge use more colors on Thursday and Friday.

Another activity is to have the children place several sheets of paper or crayons which are all shades of the same color, in a row from the darkest to the lightest. Have several sets for them to choose from, each having several shades of a different primary or secondary color.

Appendix C

Unit 2
Mastery

Three-Week Unit on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness

From the Levels I, II, III and IV Activity Guides
By Harold Bessell

First Semester (Weeks 4 — 6)

Week 4 — "My Powers to Be and Do"

Week 5 — "How I Got What I Needed"

Week 6 — "How I Got Into Trouble"

Week 4 — "My Powers To Be and Do"

Monday:	Energy Is The Ability To Work
Tuesday:	Self Control Is The Power To Not Do Something That You Can Do

Wednesday:	Having Many Kinds of Self-Control
Thursday:	Protection Against Harm By Doing Something
Friday:	Protection Against Harm By Not Doing Something

Week 4 — "My Powers To Be And Do"

Monday — Energy Is The Ability To Work

Introduce the idea to the children that there is something that we all have and it is called energy. Energy is power or the ability to work, to do things.

Tell the children that you have power, that you can do many things. You can walk and talk and get dressed and read and write and you can do just hundreds of other things.

Ask each child if he would like to tell us one or two things that he can do, expecially those things that he feels sure that he can do, those things that he feels most confident about.

Listen neutrally. Ask for the child to describe his feelings about his ability and how proud he must feel to know that he has these powers. Use the words "you can" for what he said he could do.

At the end of the session, review as a group what each child said. Evaluate the manner in which the session proceeded.

Tuesday — Self-Control Is The Power Not To Do Something That You Can Do

As an example, discuss with the children how the ability to talk is a power, but we also have the ability to keep ourself from talking. This is an example of having the power to do something, but not doing it, even though we feel like doing it. This is called *self-control*. And this is one of the most important powers that people can have.

Give as many personal examples as necessary to help the children understand well enough, so that each can give an example of his own.

Ask each child to tell one thing that he has felt like doing, but did not do, because he used his self-control, his power not to do something that he wanted to do. Part of tomorrow's activity will be to tell what stopped him from doing what he felt like doing.

Praise his contribution using the words, "*you can* use self-control". Ask him how it makes him feel.

Summarize and evaluate the session as a group.

Wednesday — Having Many Kinds Of Self-Control

Discuss with the children how yesterday we mentioned one thing that we had the power to do, and wanted to do, but instead of doing it we did not do it; we used self-control.

First tell what stopped you from doing the thing you felt like doing that you described yesterday. Now ask the children to give the reason that they used self-control instead of doing the thing they felt like doing.

Ask each child to tell as much as he can about how he thought it might be better not to do it, rather than to do it. Also ask him to tell about how he feels now about his reason for showing self-control.

Then ask each child to tell more things that he wanted to do, but thought it would be better not to do. As he does so, help him to see that he was using his power of self-control. Ask him how it makes him feel to know he used self-control. Identify with the children the different kinds of self-control that are described.

As a group, summarize and evaluate the activity.

Thursday — Protection Against Harm By Doing Something

Discuss with the children how we all have many abilities, things we can do. In using our abilities, we can protect ourselves, another person, or an animal against harm. For example, when we see to it that our pet cat or dog gets fed, we are protecting that animal against the harm of hunger or dying of starvation.

Ask each child if he can give an example of something he was able to do and did, so that he or another person, or animal was protected from suffering some kind of harm. Ask him how he feels about his action.

Be sure to listen to the feelings behind the children's remarks. Provide opportunities for the children to show how well they listened to each other by reviewing together what each person said.

Summarize and evaluate the activity as a group.

Friday — Protection Against Harm By NOT Doing Something

Review briefly with the children what we have been talking about this week. In the first place, we all have energy which is the ability to work, or to do things. And we are proud of the things we can do because we like to be able to do things. It gives us a good feeling and it makes other people proud of us. We also have the ability *not* to do something that we might want to do. This is a power also. We call it self-control.

Yesterday we talked about using our powers to protect ourselves or another person or animal from harm — our powers to do. Today we want to talk about using our self-control — our powers not to do — as a way of protecting ourselves or another person or animal against harm.

Give a personal example of your own. Then give each child a turn, helping him to explain how the *not* acting protected him or some other person or animal from harm. Ask each child to tell how he feels about having used his self-control.

Review what each child said at the end of the session and summarize together to the effect that very often we all have a choice whether or not to use our self-control.

Week 5 — "How I Got What I Needed"

Monday:	I Was Able To Get What I Needed
Tuesday:	I Couldn't Get What I Needed
Wednesday:	I Was Able To Get What I Needed
Thursday:	I Couldn't Get What I Needed
Friday:	How I Got What I Needed

Monday — I Was Able To Get What I Needed

To be able to get your needs met is the same thing as being effective.

Our purpose today is to first allow each child to remind himself and the others that he can get some need met. This tends to foster a positive

self-concept. Another major purpose is to allow the children to learn from each other about how to get their needs met, because all of them have about the same basic needs.

Be ready to take your turn first if the children appear to need a demonstration of what is expected of them.

As in all circle sessions, benefit stems from listening to the other children. It is extremely important to check frequently in a number of ways to make sure that all are listening.

Model good listening yourself and periodically ask the children to summarize how some child effectively got some particularly universal need met. In this way the real lesson has eminated from the child rather than from you. By being exposed to constructive solutions to problems, each child should learn some ways to function more effectively.

Guide the group discussion in the summary around what has been shared. Concentrate on the good feelings each child reports about how he experienced himself as effective and also on finding out how other children became effective.

Evaluate as a group the manner in which the session proceeded.

Tuesday — I Couldn't Get What I Needed

The basic purpose of this lesson is to open the door in the children's thinking to the idea that they themselves and other children can come up with helpful suggestions.

Expect that many of the suggestions will be silly or inadequate. The children have had very little experience in being allowed to serve as problem solvers. Nevertheless, the children should be encouraged to try and should be thanked for making some suggestions, even though it has no value in your opinion.

Ask the children to each tell about a time when they couldn't get what they needed. After the problem is stated, ask the group if anyone has a suggestion for the person who had the problem. As each suggestion is made, the child who has presented the problem is asked if the helpful suggestion is one that fits and he will be able to use. If he says "No," then drop it, and go to the next suggestion. But if the child hears a suggestion that sounds good and he wants to try it, then start a new round with another child's problem.

Ask the children to tell how it feels to give and receive helpful ideas. Focus on their feelings.

Part of being effective is being willing and able to give and to listen to helpful suggestions. Guide the children toward expression of these concepts.

Wednesday — I Was Able To Get What I Needed

See Monday. The activity is the same. This time, however, the children should be able to express themselves more adequately and more completely because of the practice they have had the past two days.

As usual, review as a group what each child said, focusing on his feelings. Summarize the activity, concentrating on the good feelings that come from experiencing yourself as being effective and from finding out how others become effective.

Thursday — I Couldn't Get What I Needed

This is a repeat of Tuesday. The emphasis is on having the opportunity to give and to listen to helpful suggestions from the other children.

Thus the children are allowed to teach each other. How it pays to listen is also emphasized. To the extent that the helpful suggestions are appropriate and the children can apply them, they will become more effective.

After a review of what each child has said, summarize together how it is good to have a chance to learn how to give and how to receive helpful suggestions.

Friday — How I Got What I Needed

As the children are now fairly well versed in how to talk about getting needs met, they should be encouraged to go into more elaborate descriptions of important needs they wanted met and how they went about accomplishing this.

Encourage full cross-comments among the children, in terms of whether that is what they would have done or if they would have had a different way to solve the problem.

Invite the group to review what each child said, focusing on his feelings. Then summarize what has been accomplished throughout the week, bringing out the basic ideas that we can all experience ourselves as being effective and as having limitations too. We can help each other if we are willing to listen and try to understand. Concentrate on how it is helpful to us to have learned these important things.

Week 6 — "How I Got Into Trouble"

Monday :	I Didn't Know I'd Get Into Trouble
Tuesday:	I Knew I'd Get Into Trouble If I Did It
Wednesday:	There Was No Way To Avoid Trouble
Thursday:	Somebody Got Me Into Trouble
Friday:	The Worst Trouble I've Been In

Monday — I Didn't Know I'd Get Into Trouble

All children of this age get into trouble on the basis of just plain inexperience.

The major purpose of this activity is to help the children to become more effective by learning how to get their needs met without getting into trouble.

Another purpose is to help the children to realize that they are not necessarily bad just because they got into trouble. At the same time, it can be pointed out to them that they are going to have a chance to help each other to avoid trouble by letting everybody know what kinds of things can happen. They can learn to avoid a lot of trouble just be listening carefully.

Do not be surprised by some measure of exhibitionism and pleasure in telling about getting into trouble. This is common, probably because children of this age are usually not dealt with severely and they do love a little adventure.

Ask them to tell how they felt at the time of the incident — and now.

Be sure that every child has a turn and that you take your turn too. The children will be delighted to hear how you got into trouble too, in some way — now, or as a child.

Invite the children to review what each child reported, focusing on the feelings he had. Ask them to summarize the activity around the points mentioned above.

Evaluate together the manner in which the group proceeded.

Tuesday — I Knew I'd Get Into Trouble If I Did It

This is a different kind of trouble, resulting from factors other than inexperience. It is a very common problem.

Even though we know we are going to get into trouble, we sometimes go ahead anyway. But there usually is a "special" reason.

Encourage each child to explain how he proceeded to get into trouble even though he knew it would happen, taking your turn first if need be.

As each problem situation is presented, invite the children to come up with helpful suggestions for each other so they can deal with the problem in a better way when it comes up again.

Try to be sure that every child gets a turn. If time is a limitation, the emphasis should be placed on the problem-solving aspect. Focus on the feelings that accompany helping each other solve problems.

Summarize to the effect that we always feel that we have a good reason to do what we do, but that someone else may not feel that it is such a good reason.

Wednesday — There Was No Way To Avoid Trouble

This is a minor variation of the cure that was given yesterday. The purpose is to increase the children's repertoire of coping skills, so that they

can learn how to make a better adjustment.

This is accomplished much in the same vein as yesterday, by having the children each tell of an episode, and as soon as each child is finished, the other children are invited to supply them with new ideas that might help the next time.

In addition to the helpfulness aspect and its accompanying feelings, the matter of how important it is to listen may be focused upon, reminding the children how they might learn something of value to them, even while a suggestion is being made for another child.

The summary should be made in keeping with the kind of helpful ideas that come up generally, and why it is good for us to share together in this way.

Evaluate as a group the manner in which the group proceeded.

Thursday — Somebody Got Me Into Trouble

The main purpose today is to help the children to recognize more clearly the measure of responsibility that they may have had in causing the trouble that, as they see it, someone else caused.

Whichever way the trouble arose, helpful suggestions should be elicited as usual.

If it seems that the child has ignored his role in causing the trouble, the other children should be invited to help him to see how he might have had something to do with causing the trouble. For example, a child may feel that he got into trouble because some child told him to do something. But, another child may point out to him that *he did not have to* do the thing. That was *his* part in it.

It is especially important that you be willing to go first today — allowing the children to point out alternatives to you. The benefits are that the children will either get some helpful suggestions or else their tendency to deny their responsibility and to project it onto someone else will be reduced.

You will need to guide this activity very closely, allowing no child to become derogatory or critical of another. Rather, place the emphasis on how we can sometimes help by pointing out things to each other that we can see that the other person can't see.

As a summary, invite each child to tell his personal meaning of today's activity.

Friday — The Worst Trouble I've Been In

The children have now had several days to learn to feel comfortable and to use the language relating to trouble. Today, opportunity is provided for each child to talk about something which may be troubling him.

By this time, the children are very aware of the accepting atmosphere and the procedure of making helpful suggestions.

As time permits, try to be sure that every child who wishes to has a turn. Focus on his feelings rather than the content of his story.

As a summary, encourage the children to discuss the broader meaning of today's activity.

Appendix D

Unit II
Social Interaction - Building Trust

From Levels V and VI Activity Guides
By Geraldine Ball

A critical component in carrying out a program which attempts to meet the emotional and social needs of students, is to develop trust among them. This feeling of confidence must develop between them not so that they may divulge information about their private lives to one another, (this is not the purpose of the circle session), but to provide an accepting atmosphere in which students feel comfortable in sharing their ideas and most importantly, *their feelings*, with one another. It is naturally difficult, if not impossible, for human beings to want to tell about what's going on inside of them if they are not sure how the person listening will respond. It is important, therefore, that this feeling of trust develop between the group members in order that the discussions, which become increasingly more complex, may begin to have meaning and significance for them. Trust must grow between the students and the group leader in an individual, as well as group, basis in order for the sessions to be successful.

This unit, dealing specifically with trust, is presented early in the guide because of its primary importance. By exploring how they have trusted, and not trusted other people and have been trusted by others, the group participants systematically examine the elements of human confidence. Through this process of exploration, it is our assumption, based on our research with groups of students, that there will result some degree of

awareness in the participants with respect to what goes into establishing trust between persons; what they expect from the other person in order to trust him/her and what they need to do to demonstrate that they are trustworthy. Upon this foundation, other learnings in the areas of *Awareness, Social Interaction* and Developing *Self Confidence* may be gained.

Topics on Building Trust:

"What People Need From Each Other in Order to be Good Friends"

"A Place Where I Feel Safe"

"A Person I Feel Safe With"

"Someone I Don't Trust Very Much"

"Someone Who Trusts Me"

"A Time When I Trusted Myself" or "I Knew I Could Do It"

"When Someone Betrayed My Trust"

"I Didn't Trust Someone Because of What Someone Else Said"

"Someone I Learned to Trust"

"A Risk I Took and I Was Glad"

"A Risk I Took and I Was Sorry"

"How I Show Someone They Can Trust Me"

"What People Need From Each Other in Order to Be Good Friends"

Before discussing issues directly involving trust, the children are presented in this activity, the opportunity to mention trust themselves — thereby bringing this important component in helathy human relations, to their own attention. It is then likely that subsequent discussions on trust will be more meaningful.

Another aspect of this topic is that it seeks opinions rather than statements of personal feelings. Today feelings will not be directly requested, *but welcomed* if they spontaneously evolve from the discussion. Our rationale here is to cognitively orient the children to the area of human interrelationships via their thoughts, which are generally easier to talk about when embarking on a totally new subject.

Begin the discussion by giving your opinion first. Name one or two things you think people need from each other in order to be friends and elaborate on each briefly and clearly. Then ask the children:

"Do you have an opinion about what people need from each other in order to be friends?"

Point out that whatever they think is acceptable. Just naming one thing and telling about it briefly is preferable to mechanically listing things that come to mind.

Discuss briefly how real our feelings of satisfaction are when we get what we need from our friends and how real our feelings of disappointment are when we don't.

Following the review of the salient parts of what each child said, ask the children:

(Skip questions 1 and 2 if trust was mentioned in the session.)

1. *Do you think people need to trust each other in order to be good friends?*
2. *Why?*
3. *Do we just imagine it when we feel bad, when we aren't getting what we need from someone?*
4. *Are they imagining it when they aren't getting what they need from us?*

"A Place Where I Feel Safe"

By discussing this topic the children will continue to focus on the issue of trust, this time speaking about their own personal experiences and feelings.

Begin by taking your turn first. Briefly describe a place where you feel comfortable because you feel safe with the people there. Tell in what way you feel safe with them. Then ask the children:

"Is there some place where you feel safe?"

Some of them may mention a place where there are no people, or possibly a place with people their own age with whom they enjoy spending time. Point out how some people do feel safest when they are not around other people or around certain individuals.

A place is unsafe if you know you could get hurt there. We do feel hurt feelings caused by ridicule, etc., so they are just as real as hurt to our bodies. No one likes being hurt, whether it is a physcial or an emotional hurt. Both kinds feel bad. Discuss these ideas with the children.

After reviewing, summarize by asking the children:

1. *What makes a place unsafe?*
2. *Are hurt feelings just as real as hurts to our bodies?*
3. *What do we try to remember to do in a circle session to make it a safe place?*

Discuss how listening and accepting the feelings that are told about can make the circle a safe place. If you accept someone's feelings, you are accepting them. If you reject their feelings, you are rejecting them.

"A Person I Feel Safe With"

The best friendships are between people who trust each other. They trust each other because they are careful not to hurt each other. They make it safe for each other to "be themselves" when they are together.

Today's topic goes hand-in-hand with, "A Place Where I Feel Safe," which preceded it. Today we will concentrate on the same concepts, this time via a close look at certain human behaviors.

Ask the children:

"Do you know someone with whom you feel safe? . . . Someone whom you can trust not to hurt you — your body, or your feelings? Tell the group

about the person and in what way you feel safe with him/her."

Explain to the children that we are interested in knowing how the person *behaves* when you are with him/her. Ask:

"How do they treat you?"

"Do you feel that it's okay to let them know how you really feel about things?"

Following a brief review, ask the children:

1. *In most cases, did the people we told about accept or reject our feelings?*
2. *When do people hide the way they really feel?*

"Someone I Don't Trust Very Much"

Today we look closely at the opposite side of the coin, which will continue to bring the issues involved in relationships and trust into focus. The best friendships are between people who trust each other. They trust each other because they are careful not to hurt each other.

This is the first topic that is negative in tone so it would probably be best if you took your turn first in order to demonstrate to the children that it is okay to discuss it. Point out to the children at the outset that today it is particularly important that we remember not to mention names. Then briefly tell about someone you don't trust or didn't trust as a child and what kinds of things the person does (or did) that causes (or caused) you not to trust them very much.

Then invite the children to take a turn. Ask:

"Is there someone who you don't trust very much?" "Tell us about what the person does that makes it hard for you to trust him/her." "Tell us also, how they make you feel when they do these things."

It is likely that some will refrain from speaking today. Many may need to "just listen". Treat the topic in a very matter-of-fact way. And be sure to demonstrate by your behavior to the children who speak that their feelings of not trusting someone are acceptable. To those who do not wish to speak, demonstrate that their wish to just listen is acceptable.

Following a review, ask the children:

1. *What does it seem to be that the people we don't trust very much do?*
2. *If we want people to trust us, how do you think we should treat them?*

"Someone Who Trusts Me"

Today the children will be given the opportunity to focus their attention on how it feels to have someone trust them. Some may have not been aware up until now, when they stopped to think about it, that there is someone who trusts them. For some of the children, the "someone" who trusts them may be an animal. In the case of those children who cannot think of anyone who trusts them, this will be an important session too.

Begin by asking the children:

"Tell about a relationship you have with someone who you are sure trusts you."

As the children participate, ask them:

"What kinds of things do you do together?"

"How do you know they trust you?"

"How does it feel to have their trust?"

Following the review, ask the children:

1. *In most (or all) of us, what was the feeling we had about having someone trust us?*
2. *Do we usually trust people who trust us?*

"A Time When I Trusted Myself" or "I Knew I Could Do It"

Whenever we experience a situation in which we prove to ourselves that we are capable, our capacity to trust ourselves more in the future expands. It is a very positive experience overall. By sharing a time when they trusted themselves, the children are given the opportunity to reinforce these positive feelings.

Ask the children:

"Think about a time when you were pleased with yourself because you did something you were sure you could do."

As the children tell about their experiences, point out to them that they trusted themselves.

Following a review, summarize by asking the children:

1. *Can a person learn to trust himself/herself more?*
2. *How?*

"When Someone Betrayed My Trust"

Today's topic differs somewhat from "Someone I Don't Trust Very Much" in that today the focus will be on a specific incident and the specific feelings which resulted, rather than reactions to repeated forms of behavior.

Since this is a negative topic, you may wish to take your turn first. Being careful not to mention the name of the person who betrayed your trust, briefly tell about an incident in which this happened to you and how you felt as a result. Tell also how much (or how little) you trusted the person after the incident.

Then ask the children:

"Have you ever had anything like this happen to you?"

Before they begin, remind them not to tell who the person who betrayed their trust was. Be sure to ask:

"How did you feel when the incident took place, and how much (or how little) do you trust the person now?

Following a review, ask the children:

1. *If you want someone's trust and you betray them just once, do you think they will trust you after that?*

"I Didn't Trust Someone Because of What Someone Else Said"

Often we take the word of someone else in order to "make up our minds" about a lot of things — where to go for our vacation, who to vote for, how to feel about some person, and so on. While this is to some degree an inescapable practice in our complex world, we often overdo it for a number of reasons and many people begin the habit in childhood. For this reason, we introduce the idea to the children that sometimes we decide not to trust someone purely on the basis of what someone else said, thereby at least bringing to their awareness that this is done. Some may consider further in their own minds whether this is a "good" or "bad" thing to do.

To get the ball rolling, you may decide to go first today, telling about a time when you, as a child, or recently as an adult, decided not to trust someone because of what someone else said. (The outcome of having done this is not the focus, but it may be of interest.) Then ask the children:

"Did you ever decide to not trust someone because of what someone else said? Tell us about it."

Be sure to urge the children not to mention names again today. It would not be too unusual for a number of children to decide to "just listen" today due to the rather complex nature of the topic.

Following a review, summarize by asking the children:

1. *Do you think it is always a good idea to decide whether or not to trust someone because of what someone else said?*
2. *Do you think it is always a bad idea?*
3. *If you want to know whether or not to trust someone, what do you think is the very best way to find out?*

"Someone I Learned to Trust"

When you trust someone you not only like them—you respect them too.

Discuss with the children how sometimes for some reason we have trouble trusting someone before we really give them a chance. Maybe they remind us of someone else who we didn't trust or possibly they belong to some group (like an age group or racial group) that we have heard bad things about. Sometimes people do this to us but today we will talk about how we changed ourselves from doing it to someone else.

This is a fairly complex topic so it might be a good idea if you took your turn first. Briefly tell about someone who you didn't trust at first because of something about them that they couldn't help, such as someone who is very old. Tell how you felt about the person at first (being sure not to mention their name) and then what happened that caused you to see the person as they really are and how you learned to trust them and like them.

Invite the children to tell about how they learned to trust and like someone who they didn't trust and like at first, by asking:

"Has anything like this ever happened to you? Tell us about how you felt at first about the person and what it was that changed your attitude."

Point out how we all have the power to change ourselves when we can see that we were wrong about someone or something.

Following a brief review ask the children:

1. *Why do you think a person who is a member of some group may not trust people who are members of some other group?*

2. *What do you think is needed in order for them to trust them?*

(Two sessions may be needed for this topic in order to give each child who wishes to speak enough time to tell how they learned to trust someone.)

"A Risk I Took And I Was Glad"

Sometimes we decide to trust someone wnen it is a risk and sometimes the risk pays off. Other times it might not. This and tomorrow's session, "I Took a Risk and I was Sorry," therefore, go hand-in-hand and should be discussed in sequence.

Discuss the idea with the children that we all take risks everyday — sometimes little ones and sometimes big ones. Ask them:

"Have you ever tried something when you weren't sure how it would turn out, but you were glad after you did it?"

It may have been deciding to trust someone when they really weren't sure about the person, or it may have been some other kind of risk.

As the child takes his/her turn, ask:

"What kinds of feelings did you have before you took the risk and afterward?"

After reviewing, summarize by asking the children:

1. *What do you think gets a person to take a risk even if they are unsure, or scared, of what the results will be?*

"A Risk I Took and I Was Sorry"

This topic goes hand in hand with "I Took a Risk and I Was Glad," because it gives the children the opportunity to discuss the reality that when a risk is taken, the potential for a negative outcome is just as present as the possibility for a positive outcome. It doesn't matter which topic is discussed first, but the second one should be discussed the next day.

Be sure not to allow personalities to become the focus with this topic. Begin by discussing again with the children how it is necessary for us each day to make decisions regarding risks. Sometimes these risks involve trusting someone. Whether it is this kind of a risk or not, we usually have lots of feelings before we take the risk and afterward too. Before we take the risk, we know we might feel good or we might feel bad. The not-knowing causes feelings of uncertainty and possibly fear.

As the children tell about the risks they took that didn't turn out well for them, ask:

"Tell us how you felt before taking the risk and afterward too."

After reviewing, summarize by asking the children:

1. *Sometimes risks turn out badly. Do you think, then, that a person should stop taking them?*
2. *Is someone a coward if they decide not to take a certain risk?*
3. *Even though we may feel uncertain or scared, we sometimes take some risks anyway. Why do you think we do that?*

"How I Show Someone That They Can Trust Me"

Today we shall focus our attention on the critical concept of *how* we behave when we want someone's trust. Reflecting on their own behavior and listening to other children report on theirs, the children may become more capable of seeing the link between their behavior and how they are reacted to by others. For some it may be the first time for them to directly consider the idea that if they want someone to trust them, there may be one or more things they could do to earn that trust.

Begin the session by asking the children:

"Think about a time when you wanted someone to trust you. What did you do then, or what would you do differently now if the situation were to happen again?"

If necessary, take your turn first. Throughout the session, discuss how important it is to know that you are trusted by people whose trust you want.

After Reviewing, ask the children:

1. *If you let someone know that you trust them, do you think it might help them to trust you?*
2. *If you have earned someone's trust, does that trust last for as long as you know them?*

SUPPLEMENTARY ACTIVITIES RELATED TO BUILDING TRUST:

Welcoming a New Student

When a new child enrolls in the class, ask the children to be sure to greet him/her. Ask for one or two volunteers to show him/her around the school, and for one or two others to play with him/her during recesses for a few days. Show your appreciation to the volunteers. Ask the class to write welcoming letters to the new arrival. (Have them turn them in to you. Then give them to the new child yourself after you have read them.)

Creative Writing on Trusting Relationships

Ask the children to write a short story or poem about someone they trust and/or someone who trusts them. Tell them that if the poem or story is about someone in the class, you will give it to the person for them after you have had a chance to read it.

Creative Dramatics: Demonstrations of Trustworthy and Non-Trustworthy Behavior

Select four to six children to create and present two dramatic scenes for the class. The first may be done by two or three of the children and should illustrate how people behave which makes it difficult for others to trust them. This scene may then be followed by a drama which illustrates trustworthy behavior, enacted by the other two to three children. Urge them *not* to pattern the drama closely after what someone may have told about in a circle session. (Responses to the topics in the session are confidential.)

Us and Trust

Ask the group to name the main qualities that a person who is trustworthy has. Make a chart listing the qualities and put it on a bulletin board:

"US AND TRUST"

If I Want you To Trust Me I Must:
1.
2.
3.
4.
etc.

Appendix E

"Warm Fuzzy" Awareness Topics

These topics are good ones for initial sessions with new groups. They are also good for Mondays and the first day the group is back together again after a vacation. Be sure to clarify each topic when you announce it. Jog the children's memories by asking them to think back to a *certain* (warm summer day) for example. Ask them to tell how they felt, what they were doing and other questions of this nature.

"On A Warm Summer Day I Feel . . ."

"My Pet" or "If I Had a Pet It Would Be"

"In the Rain I Feel . . ."

"At Sunset I Feel . . ."

"Little Puppies Make Me Feel . . ."

"A Time I Was Laughing and Couldn't Stop"

"If I Were on the Beach (or Lake, River, etc.) Right Now"

"My Favorite Song Is . . ."

"The Smell of Fresh Baked Bread Makes Me Feel . . ."

"A Gift I Enjoyed Giving"

"The Funniest Movie I've Ever Seen"

"A Nice Experience That I Want to Share"

"When I Look at Trees I Feel . . ."

"Warm Sun on My Body Feels . . ."

"A Friendly Arm on My Shoulder Feels . . ."

"Kittens Make Me Feel . . ."

"A Time When I Felt Happy"

"A Pleasant Surprise"

"A Gift I Liked The Most" (That I Received)

"A Time When I Was Alone and It Felt Good"

"A Dream I Had That Was Nice"

Appendix F

Human Development Program for Institutionalized Teenagers

John Jensen, Compiler

Chapter 8. A Basic Series of Topics

The Forty topics in this chapter are for an initial series of circle sessions with institutionalized children. They represent many more than forty days of sessions, since many may well be repeated on successive days, and variations on preceding topics may be profitably used. Also, going through the entire series a second time will allow the young people to treat them with much greater understanding.

Gradually, as the participants become confident of their ability to express themselves and as they recognize better what they want to talk about, on one or two days per week (by the second or third week) the circle leader should encourage them to select any preceding topic for discussion.

The reason for looking at any preceding topic instead of at any of the forty topics is that the series is arranged in a developmental sequence, with later topics drawing on understandings created in earlier sessions. Each topic focuses on something fundamental about people that should not be skipped.

Later, as more emotional awareness and leadership develops, the group should be encouraged to make up its own topics or to choose from the

intermediate and advanced topics in the next chapter, which are not arranged in developmental sequence. At this point, if a manual can be provided for each participant, then all can begin to search out for themselves a more comprehensive understanding of their behaviors related to the topics they discuss.

Using The Topics

The descriptions of the circle topics presume that the circle leader has a grasp of the techniques explained in the previous chapter. Without this, especially a grasp of what not to do, the success of the circle sessions is problematic.

THE MOST LIKELY BARRIER IS THAT THE LEADER WILL DO TOO MUCH TALKING AND CONTROLLING THROUGH NOT KNOWING HOW TO MAKE HIS INTERVENTIONS. Do not go to the other extreme, however, of abdicating a guidance role. Even when the young people are leading the circles, the leader continues to participate as a member. The adult represents youths' link to society.

The brief instruction given with each of the forty topics is designed to help the leader know what to emphasize. In each case, of course, the leader should explain the topic in words suitable to the age and interests of the young people, and enlarge upon the brief statements of explanation.

One way of translating the topic is to ask yourself: "How would they say this in their colloquial or slang terms?" Many topics have words that should not be used in some situations: e.g., "school" may become "cottage" or "institution." In developing a common language with the students, continue using what is natural to you, but use theirs as well so that they will learn wider word choice without effort. You and they will both need a sense of experiment in which it is okay to make mistakes in vocabulary as well as in responses to topics. Don't place expectations too heavily on yourself or on them.

The topics are not listed in weekly units because many topics may require more than one day to complete, may be repeated, or a previous topic may be selected. Sometimes an entire week can be spent on one topic. These variations arising from the group's need will generally be more fruitful than following a set pattern, so no pattern has been suggested other than the 1-40

sequence. Each topic does, again, represent a significant learning area, however, and should be touched on in some session.

Aboslutely critical to the success of the circle is that the young people feel progressively greater trust in each other and the leader. Before they can benefit deeply from sharing, they must be willing to share ideas and feelings important to them personally. They won't have this feeling unless they see that the leader is willing to let them say anything not deliberately disruptive without judging or blaming them.

Acceptance and tolerance alone will not be enough, however, since the youth must feel that his peers will also accept what he says. If the group is competitive and judgmental, this acceptance may be slow in coming. Setting a positive tone will be done most easily by responding courteously to each one.

In the following paragraphs, a standard organization of ideas is used: (1) There may be a statement of purpose which is for your orientation and not necessarily told to the circle members. They "get the point" mainly by listening to each other. (2) There may be comments about the topic to help you redefine it. (3) The word "Explain:" introduces a specific idea to explain verbally in their terminology to help them understand how to construct their responses. (4) Further comments about group interaction, psychological dynamics, pitfalls peculiar to the topic, and some general instructions usually conclude the paragraph. One or more of these sections (1-4) may be omitted in any given paragraph.

The topics themselves are followed by either the word "Awareness," "Mastery," or "Social Interaction," cuing you to focus on one of the three themes that day. (1) Focus on awareness principally by discovering the feelings of the speaker, and the others in his story. (2) Focus on mastery by helping the speaker discover how he feels about himself, how he knows that, and how others feel about him. (3) Focus on social interaction by highlighting how the actions or feelings of one have impact on another, both in the experience just related and in the circle setting.

At the start, group members may find it difficult to stay on the topic. Let them "get out" what they want to say, and then gently remind them of what the topic is for the day. They should never get the feeling that you have cut them off. Allow them to choose to talk about the topic or not. Especially at first it is more important for participants not to feel "put down" than that they stay on the topic. As they begin to understand the topics better and become more confident of their own ability to express themselves, they will

go deeper and deeper into the topic as stated.

At times, innovativeness in introducing the topic may raise the group's level of interest: prepare a one minute skit beforehand with three or four of the members, or tell a vivid story (briefly) which relates to a topic and then ask them to analyze the thoughts and feelings described. Then explain the topic illustrated by the story and let them dive into it. Sometimes they may depend on your urging to tackle a more difficult or sensitive topic. Repeating "favorite" topics is also entirely acceptable, if the majority are in favor.

FORTY TOPICS

1. Something that makes me feel good. (Awareness)

Explain: everyone has good feelings and bad feelings. Today we're going to look at a good feeling and its source. You may want to talk about a specific incident, like "a joyful experience I had." Don't allow any youngster to monopolize, but let each who wants to express himself fully. Don't force anyone to speak if he is too shy. Say: "Would you like to take a turn?" and let him answer or not as he chooses. Repeat this basic topic often.

2. Something that gives me a bad feeling. (Awareness)

Review yesterday. *Explain: we also have different bad feelings like being afraid, angry, helpless, alone, unable to do something well, or getting cut or hurt in a car wreck.* Broaden the topic to "A time I felt bad." Challenge them to "remember" a bad feeling and tell as much about it as they can. Many may not remember easily. Assure them that everyone has bad feelings, but it is harder to remember them; that it won't take long before they find it easy to tell about them. Give recognition to good listening and quiet sitting: "I see Ed sitting quietly and listening" if Ed is doing this. Take your own turn, telling when, where, what, and how the event or thing made you feel bad. (Repeat these first two topics at least once more each or until you are sure the young people are beginning to understand them. The next topic draws on awareness of both preceding ones.)

3. I felt good and bad about something. (Awareness)

Explain: we have positive and negative feelings. Many things are a mixture of good and bad. Give several examples in your own life. Do not

allow the others to become over-involved in your story; better to have silences in which they can prepare their own answers. If they have trouble thinking of something, re-explain the topic: think of something that makes you feel good. Is there anything about it that makes you feel a little bit bad? (or vice versa). Take plenty of time to allow them to think. Don't praise the quick child for the quickness of his answer, since the others may be discouraged. By your manner make clear that thinking quietly is just as acceptable as getting a quick answer. Recognize good circle habits aloud briefly, especially good listening in non-verbal young people when they can tell what another has said.

4. Doing something that felt good. (Awareness)

Leave the topic broad: something I did or something that happened to me. *Explain: one way of understanding what people do is to call it good and bad. The way I use it, good means something someone likes. It is his opinion. Example: a game. The winner calls it good and the loser calls it bad.* Give your own example and your reason for calling it good. Who else thought it was good? As each member of the group tells his event, have him say why he considered it a good action. Did someone else think so too? It is important to define "good" in the above terms, since through it they can gradually learn how to "be good" — i.e., do things that give them a truly good feeling inside.

5. Doing something that felt bad. (Awareness)

Explain: something was bad if bad feelings for some person came from it. People differ on what is bad and good. Give your example and why it was bad (because it made you feel bad). Explain how it did this. Have each young person tell how his event was bad. How did two or three others regard the event?

6. What I like and dislike about school (the cottage, the institution). (Awareness)

Review their abilities to talk about good and bad feelings, then say the topic. Expect that some will wander from the point. Allow some of this to open the door to their expressing themselves more later on other topics. Try to have each one give both a "like" and a "dislike" at one time. Do not debate. Listen neutrally, and reflect back to each child so that he knows that

you understand and accept his sentiments. Seek fuller description, but not justification. Especially after a "dislike," thank the participant by name for his contribution.

7. What I like and dislike about some person. (Awareness)

Purpose is to help the young people cope with resentment and anger by seeing good in others. *Explain: nobody is perfect, so there are things about all of us that others may not like. It may take courage to talk about this topic.* Emphasize what the feeling is in the speaker and what it is about the other person that brings it on. Seek helpful suggestions from the others on how the resentments might be reduced. Don't moralize or take sides.

8. What I like and dislike about the way I do things. (Awareness)

Implied lession is that we can accept ourselves even though we don't like something about ourselves. *Explain: no one is perfect. We all want to be better, and can be by looking at ourselves and seeing what it is we don't like.* Give a personal example, and ask for ideas on how to improve. Thank them for usable ideas. Give each a turn at what he likes about himself, then change the topic to what each doesn't like. Ask for helpful suggestions. Problems with this topic: we submerge unpleasant feelings about ourselves instead of facing them, enduring the pain, and learning new behaviors. The topic will scare some. Reduce fear by observing that the others see some limitation in themselves, and that they will be encouraged by hearing. constructive suggestions. The principal influence to counteract silliness will be how you communicate your expectations for serious contributions, and how you give recognition and attention.

9. What did someone do that you liked? (Social Interaction)

Purpose is to help them understand approval-gaining behavior. *Explain: many people do things to make us feel good by doing something we like.* Give enough examples showing how behaviors affect others' feelings. Focus on the feelings that resulted when someone did something for them.

10. What did your teacher (i.e., I, the circle leader) do that you liked? (Social Interaction)

Implied message is that you are aware of their feelings outside the circle, or want to be. and that you want to give them good feelings. *Explain: I hope I have done something to make you feel good at one time or another,*

and I would like to know what each one of you remembers most. Even though this may be a little embarrassing, listen with as little comment as possible. It is important and instructive to them that you are making yourself vulnerable to their comments. Say you're pleased to know what you did for them, since you'll know better next time what to do for them.

11. What did someone in the group do that you liked? (Social Interaction)

Give recognition to the person about whom the story is told, and reflect back to the person speaking, e.g., "You appreciate what Ron did for you when he . . ." If time permits, tell about more incidents. If they tell negative stories, allow them to start, but then remind them of the day's topic. Ask them to save the story for another day when they will talk about what others did that they disliked. Emphasize that something was done by another person that made the speaker feel good and earned his approval.

12. What did someone do that you disliked? (Social Interaction)

Explain: it's not possible for people to live together without sometimes bothering each other. People usually bother us because they do not have our feelings. It helps them to know exactly how we feel. Help them focus on the interpersonal understanding, how one's actions cause feelings in another. Give a neutral non-moralizing summary at the end of each story.

13. What did your teacher (i.e., circle leader) do that you disliked? (Social Interaction)

Explain: you're sure that on at least one occasion you must have done something they disliked and disapproved of, since nobody is perfect. You may have to invite one person to begin, since they may all be frightened. Establish objectiveness and acceptance, and they will feel safe to report complaints. Reassure them. Listen, and do not try to defend yourself. Tell each person sincerely that you are glad to know this, so that maybe you can do things better next time. Let them know that you recognize that their feelings of disapproval are real, and that you do not blame them for these feelings. If, because of a misunderstanding, some explanation is in order, use your own judgment on it.

14. What did someone in the group do that you disliked? (Social Interaction)

Remind the group of the way you accepted their stories about you yesterday. *Explain: while it is sometimes uncomfortable to tell someone things you disliked, you might be showing them how they could be nicer next time. Maybe they haven't been aware of what they were doing and want to be more aware.* Focus on the feelings of disapproval rather than on the one who caused them. Add that things like this happen between all people and that talking about it almost always leads to improving things.

15. Something I'm sure I can do. (Mastery)

Explain: there is something we all have, energy, the power or ability to do things. Ordinary examples: walk, talk, read, drive, eat, etc. Would you like to tell about two things you can do, especially things you feel sure you can do? The young people may be self-conscious and make silly responses. Accept whatever part of the response was to the point, and ignore the silly part. Try to help the person give a full response but don't force it. Listen neutrally, but comment on how good it must make him feel to know he can do these things.

16. Something I felt like doing or saying, but decided not to do. (Or, self-control is the power to not do something that you can do.) (Mastery)

Explain: the ability to talk is a power, but we can also keep from talking. When we don't talk even though we feel like it; that is self-control. Use as many examples from their lives as necessary to explain self-control. Ask each person to tell one thing he felt like doing but didn't because he used self-control. Have them describe their thoughts when they were deciding — about how it would be better not to do it. have a second round if time permits.

17. Protection against harm by doing something or not doing something. (Mastery)

Purpose is to help them realize ways they can prevent harm to others, and that this is important. *Explain: we have many abilities, things we can do. We can protect another person (or animal, if relevant) against harm, like seeing to it that someone (some animal) gets fed.* Ask them for an example of how they did something to protect a person (or animal) from

harm. Have them elaborate on what the harm was, and how what they did protected the person. (A deeper look at the topic can be taken by first reviewing the session on self-control, and explaining the topic as protecting someone from harm by using self-control. Ask them to tell something they felt like doing but did not because they knew it would harm someone. Be sure each tells how the restraint was a protection for someone.)

18. Some things (at school, at home, in the cottage) I can do for myself. (Mastery)

Purpose is to help them perceive themselves as self-sufficient. *Explain everyone can do many things. Sometimes we don't look at the things we can do for ourselves.* List some things appropriate to their age. If someone can't think of something, encourage the others to remind him of things he is overlooking. Note his good feelings about his accomplishments. Encourage him to tell about the struggle or self-doubt connected with it. Because of our tendencies to dwell upon our deficiencies, this topic should be repeated often, phrased differently sometimes for variety, and sometimes focused on particular areas or interests in their lives.

19. Something I want to do for myself, but don't know how. (Mastery)

Explain: everyone has things they want to do but can't yet. Some are the same as others, some are different. Sometimes we can help each other with suggestions. Give your example and ask for suggestions. Encourage their seeking suggestions from each other. They are protected against a negative self-orientation by hearing others express their inadequacies and by receiving helpful suggestions, one or more of which might work for them.

20. Something I'm very proud of that I can do by myself. (Mastery)

Purpose is to let them enjoy their own success at self-sufficiency. Describe "proud" as relating to something that gives you a good feeling about yourself. *Explain: many people have some time when they did something and really surprised themselves that they could do it by themselves, and they're proud of (feel good about) themselves for it.* If they can't recall something special, then have them tell about something they're glad they can do by themselves. Encourage full detail. Comment (appropriate to their age and receptivity) about how self-sufficient they are

becoming. They may not welcome outright adult praise since this may suggest your continued evaluation and superiority over them. Give them what they can accept comfortably.

21. I was able to get what I needed.(Mastery)

Purpose is to foster a positive self-concept by allowing each one to realize that he can get some need met, and to encourage participants to learn from each other. Principal benefit comes from listening to each other. Check frequently to make sure that all are listening. Periodically, make summary remarks about what has been shared, noting any general significance of particular episodes. Encourage full cross-comments about how they solved their problems.

22. I couldn't get what I needed. (Mastery)

Purpose is to help children realize that others have helpful suggestions. Many suggestions will be silly or inadequate due to the young people's little experience in problem solving. Encourage each to try, and thank him for his suggestion even if of no value. When the speaker hears a suggestion he wants to try, then start a new round with another person's problem. Encourage them to go into elaborate descriptions of important needs they wanted met and how they accomplished this. When summarizing, note that one art of being effective is to be willing to listen to helpful suggestions.

23. I didn't know I'd get into trouble (Mastery)

Purpose is to help participants realize they are not bad people just because they got into trouble, and to help them learn to get their needs met without getting into trouble. *Explain: nearly everybody gets into trouble sometimes because they don't know something. Today you're going to have a chance to help each other avoid trouble by finding out what kinds of things happen to each other. You'll be able to learn how to avoid trouble just by listening carefully.* Do not be surprised by some measure of exhibitionism and pleasure in telling about getting into trouble. Young people love adventure (institutionalization does not take away this legitimate feeling-need).

24. I knew I'd get into trouble if I did it. (Mastery)

Purpose is the same as yesterday. *Explain: even though we know we are going to get into trouble, we sometimes go ahead anyway. But there is*

usually some special reason. As each person presents his story, invite the others to suggest how he can deal with the problem better the next time. Emphasize the problem-solving aspect. Help them see the "good reason" they had for doing what they did, but that someone else may not feel it is such a good reason.

25. I did something that somebody liked. (Social Interaction)

Explain: there are four ways that people affect each other; you can please people or displease them, and other people can either please or displease you. Today we are going to tell some examples of one of these four possible ways that people can affect each other. When giving your own example, tell how you produced the good feelings in the other person. Do not tell the young people how "good" they are, because a succeeding task will be about things that others do not like, and we don't want to be telling them they are bad then.

26. We did something for each other. (Social Interaction)

Purpose is to provide the children with a beginning notion that human relationships must be mutually beneficial or else they fall apart sooner or later. Avoid the bargaining concept in your example. Show how you did something that pleased someone and how that person did something that pleased you. Be prepared to listen to reports of bargaining neutrally. Ask about appreciation in one or both people, and how they knew it was there. This introduces them to the important concept of appreciation. Note how common it is that people do things for each other, and how nice it is when you can be sure there is appreciation.

27. I did something that somebody did not like.(Social Interaction)

Purpose is to advance the young people's ability to recognize, accept, and understand the inescapable reality that they bother other people, and to help them develop more courage to face themselves. *Explain: just because we have bothered someone does not necessarily mean we are bad people, even though we may feel bad. Nearly everybody bothers others at some time.* Many will be hesitant to speak, and will appear not to remember. Be accepting and non-moralizing. Some will appear to believe genuinely that they have never done anything that bothered another person. The most frightened ones are those who present a blank look for the longest time. Do not use any pressure, which would increase rather than reduce fear of being

honest with self, teacher, and peers. Mention frequently that "everybody bothers people," in summary and review.

28. We each did something the other did not like. (Social Ineraction)

Purpose is to promote understanding rather than self-justifying escalation of conflicts. In your own example, tell what each person did and whether it was intentional and vindictive or not. Explain how you were not proud of your behavior and that you could have looked into its causes and misunderstandings. *Explain: sometimes when others do something that we do not like, we do not look into why, but just start to fight back or do things that that person doesn't like. Sometimes we make things better by looking into the cause, and trying to come to an agreement.* Neutral listening will be important. Don't try to set things straight, but increase the young people's courage to express their angers. This is best done by allowing them to speak and to find out that nothing catastrophic happens.

29. What could I do for you? (Social Interaction)

Purpose is to provide the young people with an opportunity to learn the language of and overcome the fear of offering somebody a favor. *Explain: today we are going to let anybody who wants, offer a favor to someone else. If you feel you would like to offer someone a favor, we'll first find out what he wants, and see if it is possible and reasonable, (i.e., "okay") and then you can decide if you'll agree to do it. You won't have to do it in the circle session.* Emphasize the nice feelings in offering and receiving kind behavior, and how important it is to keep commitments you make to do something for somebody. With the group pick some future day to find out how the commitments were kept.

30. What could you do for me? (Social Interaction)

Purpose is same as yesterday. As soon as someone asks for a possible and reasonable favor and another agrees to it, he should then make a commitment about when it will be fulfilled. Discuss with them good feelings that come from giving kind behavior, and how bad feelings come from not keeping a commitment.

31. How I got somebody to pay attention to me. (Social Interaction)

Purpose is to show the universality and legitimacy of the need for

attention, to show the different ways people get attention, some producing anger, some not. Give as many examples as necessary to get them going. Note, for example, how you receive attention for giving it to others. *Explain: we all need to have other people notice us. One way we meet this need is by saying hello to others and having them greet us back. People get attention by being funny, telling others about something, helping others, being disruptive and destructive, and many other ways.* Do not expect much from one lesson alone, since for many young people this will be a difficult idea. Try to extend their notion of attention to something more than just greeting others. Emphasize whether they got attention in a way that pleased or displeased the other person, but without moralizing.

32. How somebody got me to give them attention. (Social Interaction)

Purpose for this and the following topic is the same as yesterday's. *Explain: not only do we want and need attention from other people, but other people also need to get attention from us.* Give an example of how someone got your attention favorably, and then unfavorably. Note the "favorably" or "unfavorably" in their stories also.

33. How I felt when I did not get attention. (Social Interaction)

Explain: one way we get a bad feeling is when we hope to get attention from someone and they ignore us. Let the participants know how your feelings were hurt when you did not get attention. Do not discuss with them whether or not the other person was being mean. Assume that they are probably telling their story as honestly and accurately as then can. Do not take sides in criticism or resentment, but allow the others to comment, if they wish.

34. How I can make you feel good. (Social Interaction)

Purpose is to help the participants recognize their power to make another person feel good, and thus to feel less helpless themselves. *Explain: you may want to tell a story in which you made someone feel good, or you may wish to tell how you might be able to make another person in the group feel good. If you pick someone here, we'll ask him if we can guess what you could do that would make him feel good.* One of the benefits of guessing what would make the other feel good is that it gives the young people a chance to see just how much they attribute their own thoughts and wishes to

others. They will learn that asking is superior to guessing as a way of getting information. Be sure everyone has a turn.

35. How I can make you feel bad. (Social Interaction)

The implied lesson is that having the power to make others feel bad need not mean I am bad myself. Begin with an example of your own, of how you could make one of the group members feel bad. *Explain: I am not going to do it, but am only trying to show how the power to do good can be used to make someone feel bad.* When one finishes, ask him if he would really like to do it or not. If it seems that he would really like to have the other group member feel bad, then ask him for what reason. Invite the rest of the class to evaluate what is going on and to come up with helpful, positive suggestions.

36. Somebody included me in the group. (Social Interaction)

Being included is the most central and vital issue of social relationships, and is the most important thing to each person in the circle. As with any basic human need, exposure to it also brings unpleasant awareness of vulnerability due to the possibility that the need may not be met. The simplest protection is denial: "I don't care." Hearing everyone today teaches that everyone is interested in being included. The implied value in the lesson is that it is better to include people than to exclude them. In summary, comment on how everybody needs to be included, what activities do this, and how this makes people feel.

37. Somebody did not let me be with him/her. (Social Interaction)

A young person who has met with rejection might try again for inclusion if he has a better idea to attempt. As each one presents the way he experienced social failure, invite the others to offer suggestions that might increase his chances for acceptance or inclusion until he has one he thinks he wants to try out. Then go on to another person. Summarize by pointing out that everybody meets rejection, that it is unpleasant for everyone, that we usually would do better if we had more ideas, and that most people are willing to offer us ideas that might work.

38. I let someone else be included. (Social Interaction)

Give each one a turn to tell how some other young person wanted to be with him (e.g., in recreation, in a group, in a pair) and he included him. Find the reason for his including the other, since it helps to hear different

motives people have. Invite cross-comments about who the others thought was feeling bad or good and how it happened. Stress in summary that each of us has the power to make others feel good by including them.

39. I would not let someone else be with me. (Social Interaction)

When we rebuff another, there is seldom a feeling for that person. Especially with young people, it seems either natural or right to them to do it, due mostly to egocentrism. Allow each young person to tell his story about how somebody wanted to be with him and he would not let him. Encourage each one to tell fully what his thoughts were at the time, and encourage the others to give their reactions, discussing how those involved were feeling and what they thought. Don't moralize. Say that when somebody wants to be with us, we have a power but also a responsibility, because we can make the person feel good or bad.

40. We made room for one more. (Social Interaction)

Purpose is to help the young people see the difference between including someone because you need him, and because it is a way to make him feel good. *Explain: sometimes we need someone, and sometimes we may include him because he has nobody else. This is "making room for one more." This is being a kind person. Everyone is kind in some ways.* Invite them to try to remember a time they did this. The moral value in the topic will tempt some to story-telling to look good. Point out the two reasons we include others, because we need them or to be kind. Show how it is good for the other person and for ourselves also since we like ourselves better when we know we treated someone kindly.

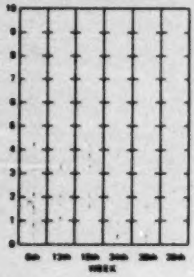
Appendix G

METHODS
IN HUMAN
DEVELOPMENT

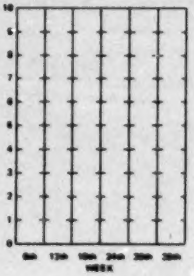
NAME: _____
(Last) (First) (Middle)
GRADE: _____ SCHOOL: _____
TEACHER: _____ YEAR: _____

Developmental Profile

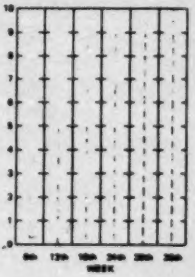
AWARENESS
(1) AWARENESS OF SELF



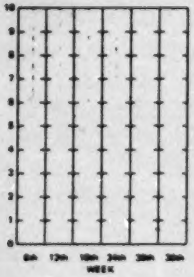
MASTERY
(1) SELF CONFIDENCE



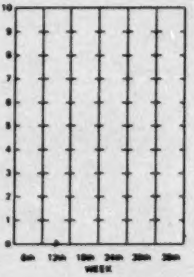
SOCIAL INTERACTION
INTERPERSONAL
(1) COMPREHENSION



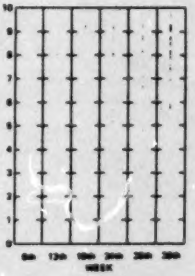
AWARENESS
(2) SENSITIVITY TO OTHERS



MASTERY
(2) EFFECTIVENESS



SOCIAL INTERACTION
(2) TOLERANCE



COMMENTS: _____

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INSTRUCTIONS: At the end of each six week period, the teacher should make use of the following scales to analyze the child's development. Using the descriptions given, he should be able to determine the number most indicative of his perceptions of the child. This number can then be entered on the appropriate scale, and as subsequent numbers are recorded, any developmental trends should become apparent.

AWARENESS

(1) AWARENESS OF SELF

The seven child knows how he feels, what he thinks, and what he is doing. Although he is conscious of himself, he is not self-conscious, indecent or self-centered. This awareness does not preclude curiosity. His progress and gain in knowledge have no ready bars, blanks, and sets.

(10) Very aware; shows consciousness of his feelings, wishes, likes, and the meaning of his behavior (question or explained).

(9) Most of the time aware, ready to acknowledge what he feels, thinks and does. Only occasionally vain-blind.

(8) Often aware of his feelings, behavior and thoughts, and seeking to measure them to such. Moreover, often reacts without awareness or vain-blind.

(7) Usually unconscious or unaware of himself. Denies his real feelings and thoughts, and sometimes reacts into his own comfort for what they are.

(6) Unconscious, full of denial; completely unable to recognize his real feelings, thoughts, or behavior.

MASTERY

(1) SELF-CONFIDENCE

The confident child is eager to try new things. He is self-assured and realistic when coping with challenge. His acceptance of himself garners freedom of expression which is natural and uninhibited, neither being dramatic or exhibitionistic.

(10) Always eager to try anything that is new. Approaches challenge with assurance and reacts freely and naturally.

(9) Most of the time seeks out and meets new and challenging situations with confidence. Generally reacts freely and naturally, but is inhibited upon occasion.

(8) Usually tries anything new that is presented to him, but seldom seeks out challenging situations on his own. Often is inhibited rather than free and natural in his expression.

(7) Frequently avoids challenges, but will deal with them when encouraged. Responses are inhibited and stilted.

(6) Almost always shies away from challenge. Reacts repeated encouragement further reluctantly trying. Responses almost always lack spontaneity and naturalness.

SOCIAL INTERACTION

INTERPERSONAL (1) COMPREHENSION

This trait assesses the child's understanding of how one person's behavior causes approval or disapproval of that behavior in another person.

(10) Very high comprehension. Child almost always recognizes the effect of any given behavior.

(9) Usually comprehends what the second person's reaction will be to the first person's behavior.

(8) Sometimes perceives the interpersonal effects, but just as often fails to comprehend how one person's behavior affects another person's attitudes.

(7) Rarely comprehends interpersonal interaction. Usually at a loss in being able to see how one person's behavior affects another person's reaction.

(6) Virtually no comprehension of how a person's behavior causes attitudes in other people. Almost always fails to comprehend the interaction.

(2) SENSITIVITY TO OTHERS

The sensitive child is concerned about the well being of other people. He reacts to statements about others and feelings and adjusts his behavior in ways that are thoughtful and beneficial to them.

(10) Acutely aware and very concerned about other people's feelings and interests. Possibly manifests his behavior in response to this awareness and concern.

(9) Most of the time aware and concerned about how others (or body feeling and reacting. Generally considerate and thoughtful in accordance with his concern for others.

(8) Often aware and concerned, but in many instances seems unaware and relatively unconcerned about other people's feelings and reactions. Frequently, his behavior generates negative feelings in others.

(7) Usually unaware and disinterested in what other people are feeling but can recognize when is going on between others. Rarely reacts to the feelings of others.

(6) Insensitive and unconcerned as to what is going on in and with other people. Tends to pursue his own behavior no matter how it may affect another person.

(2) EFFECTIVENESS

The effective child deals appropriately. He is environmentally adept, and flexible enough to successfully implement his own desires or meet the external demands of his environment.

(10) Always deals appropriately and successfully with his inner needs and external demands. Flexible enough to shift approach, yet stable enough to maintain direction.

(9) Typically gets his needs met. Usually able to control and adjust to changing circumstances.

(8) Often successful, but frequently fails to get his needs met. Has trouble shifting from original viewpoint or behavior. Reinforcement of a need to shift may be upsetting to him.

(7) Mostly ineffective, but occasionally successful in his efforts. Usually unable to adapt to new information or demands and is upset and loses his bearings when circumstances change.

(6) Rarely succeeds in his efforts. Rigid. Very unresponsive to new information or demands. Colored by agitated or immobilized by change in circumstances.

(2) TOLERANCE

The tolerant child recognizes and accepts individual differences. He accepts and gets full regard for others who have different feelings, thoughts, and reactions than his own. But he does not necessarily approve of or yield to their influence.

(10) Extremely tolerant. Understands and accepts differences in material. Tolerates a very broad spectrum of feelings, thoughts, and behavior in others.

(9) Reasonably tolerant about individual differences.

(8) Mildly tolerant, but tends to not accept certain material variations.

(7) Usually intolerant. Tends to regard people who differ from him as being unacceptable, even wrong.

(6) Very intolerant. His way of feeling, thinking and reacting is the only way that he can accept. People who are different are completely unacceptable.

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Appendix H

Transcript of a Minimally Edited Tape Recording of an Actual Circle Session Led by a Child in the Fifth Grade

The topic for this session, which lasted about thirty minutes, is "How I Can Change From One Situation to Another," taken from the midpoint of an Awareness unit on *Identity* in Levels V and VI. The group has experienced approximately sixteen bi-weekly sessions, the last seven of which were led by children who were being trained in the child-leadership role. Bonnie, the leader of this session is leading for the first time. The children were told what the topic would be for this session two days beforehand.

The session takes place in a semi-secluded, carpeted area in the corner of the classroom with the children seated on the floor. The class is run on an "open-classroom" model. The other children are present and busily engaged in learning experiences that require consultation with one another and their teacher who is working with them. Geraldine Ball is the adult leader-trainer in the circle session. The children's names have been changed.

This transcript conveys only a part of what actually took place in the session because the very nature of this document does not reflect the exceedingly important area of non-verbal communication. Hand motions, facial expressions, and the like, were plentiful, yet unrecorded here.

Ms. Ball: Bonnie is ready to lead the session. Do you remember what the topic is Bonnie?

Bonnie: Yes . . . the way you react in one situation and the way you react in another situation.

Ms. Ball: That's right. Go ahead Bonnie.

Bonnie: Is anybody ready? Davy?

Davy: Well, when I'm around with all my friends, they are always picking on me 'cause they're all bigger than me. And, I just don't get that close to them, but I still play with them. But, then when I'm with my brother's friends, it's better, 'cause my brother's friends try to protect me and my other friends pick on me.

Bonnie: What's the difference between your feelings? (pause). Like, you're sort of shy, in a way with your own friends but not shy with your brother's friends?

Davy: I guess . . .

Ms. Ball: Do you feel stronger with your brother's friends?

Davy: Yeah.

Bonnie: Anybody else? Raymond?

Raymond: Yes. Well, whenever I'm around my relatives, I always have to have good manners and stuff. And whenever they're not around I don't have to have such good manners . . .

Bonnie: Well, what's your feelings when the differences come?

Raymond: Well, I don't like to have good manners. I don't like to, but, well, my grandparents like us to have good manners so I do it anyway.

Bonnie: Hmm . . . Ms. Ball?

Ms. Ball: Well, I was thinking about how I'm different in different situations and the first thing that came into my mind was the different ways that I behave with my own children and the different way I behave with other children. When I'm with my own children, I'm not as patient as I am with other children. I usually want things done faster and in a certain way and I am much more prone to say, "Hey, let's do it like this," or "You do it like this . . ." or "I'm waiting to get it done . . . do it!" . . . That kind of thing. But when I'm with other children, for some reason I'm . . . I seem to be more, relaxed and more patient.

Bonnie: What's your feeling in these different situations?

Ms. Ball: Well, with my own children, I feel comfortable . . . With other children I seem to be more sympathetic toward them. I seem to allow myself to appreciate them more than I do my own, as a rule. Not always, but, as a rule.

Bonnie: Okay. Steve?

Steve: Well mine's like Raymond's. I'm supposed to say, you know . . . "Please pass the potatoes," or something like that, and I say, "Gimme this and gimme that . . . " and, you know, the fork's on the right side and I always switch it to the left side. And I don't ask for the milk. I reach over my sister's plate and my hand usually falls into it.

Bonnie: Do you have another example, like an example of when you have to have good manners?

Steve: Yeah, I went to my cousin's last weekend and we had to ask for things politely all the time.

Bonnie: Okay, Leah?

Leah: Well, when I play with my friends, I have to be the head of everything. Like when I was playing house with them, I *had* to be whatever I wanted to be, and when we played team ball at home, I have to do well. But when I play with with my sister, she's younger than I am, so she always gets to do what she wants. Like if I say, let's play this or that, she likes to play hopscotch, so, I play with her every once in a while, and she has to go first. And we have one of those jack-in-the-box things, and she has to go first. Then I go. And then if I'm on 10, or something, and she's on 4, she says, "Let's not play winner, let's just play," When I'm with my friends, I get my way, but, my sister gets her way when I play with her.

Bonnie: What's your feeling when you play with your friends and you get your way and then when you play with your sister and she gets her way?

Leah: Well, when I'm with my friends, they think that I'm really bossy. Most of the time I get my way and I like that.

Judy: (Interrupting)well, if your friends think that you're that way then why are we your friends?

Leah: (Laughing) I don't know . . . They are that way, you know.

Judy: Yeah.

Leah: Well anyway, when I'm with my sister, I'm always getting in trouble when I get my own way, so that bothers me.

Bonnie: I was thinking of mine. It's sort of like Raymond's and Davy's. When I have to go out to dinner they like me to have good manners and not yell out loud like someone else does, but when we're home, they don't mind if we talk loud. We just say, "Could you pass such and such," instead of "Please pass, something." They don't mind that, but then they don't let us say, "Gimme something." But in the restaurant it's sort of different 'cause there's a lot of people

in there so you have to keep your voice down and you can't talk very loud, and you can't have two conversations going on at the same time, like you can in my house. So my feelings for the differences are . . . well, I sort of just said it. When you are in a restaurant, you have to keep your voice down.

Ms. Ball: What kind of a feeling does that give you to remember all the time, "Hey, I've got to keep my voice down, I have to be quiet?"

Bonnie: Well it used to bother me, but now I'm used to it.

Ms. Ball: How do you feel when you're at home and you can talk loud if you feel like it?

Bonnie: Better . . .

Ms. Ball: More relaxed and more natural?

Bonnie: Yeah. Lucy?

Lucy: Well, mine is sort of like Bonnie's, only different. When we got to a restaurant, we usually go to places where there is talking. In one place, we got the big table right in the middle, and we were there for a long time and everybody was having a conversation about getting a new dog. When we're at a restaurant I sort of feel, like free . . . you know. I don't care if I talk. I don't care if I scream.

Bonnie: You don't?

Lucy: No. 'Cause we usually go to restaurants where you can just, well, do what you want. When we do go to restaurants where you have to go "SHHHH. . ." I don't like that. When we're at home I just like to sit there and say, "Please pass this," and "Please pass that," or else we get excused from the table. So it's sort of like well-mannered and has to be all nice and when we go out to dinner I just feel free to do anything I want.

Bonnie: What's your feeling? Do you want to be well-mannered at home?

Lucy: I don't want to be well mannered at home.

Bonnie: Well, you . . .

Lucy: When I have to be well-mannered I sort of feel like I'm cooped up in a jail. Do this . . . do that . . . do this . . . And then, you know, I sort of feel free when I go out to dinner.

Bonnie: You feel free.

Lucy: Right.

Bonnie: Judy?

Judy: Mine is . . . sort of the opposite of everybody elses. Mine is sort of like Lucy's. Um . . . How should I say this? When we go out to dinner, I'm supposed to be good, and say, "Please pass the syrup." I mean, well, I don't. I just usually say, "Can I have that." "Can I have this." "Gimme this." "Gimme that." But at home, it's a whole different story. I'll say, "Please pass the water." "Please pass the butter." I do the opposite of what I'm supposed to do. It's kind of weird. Night before last, we went out to dinner and I said, "Please pass the pizza." And they said, "Judy, are you feeling all right?" 'Cause I never do that at the restaurant.

Bonnie: What're your feelings about that?

Judy: I feel queer. I feel like the black sheep of the herd. (Laughs.)

Bonnie: The black sheep of the herd?

Judy: No. No. (Everybody laughs.)

Bonnie: Daniel?

Daniel: Well, when I'm at home they tell me to go get some water, cause our cooler thing is outside. I just get upset 'cause I don't feel like doing it. But when I'm at my grandparent's house, they have the same thing, and it doesn't bother me so much as when I'm at home. And I have to put out the table. At my Great Aunt and Uncle's house I just do it normally. When I'm at home, they have to tell me to do it.

Bonnie: Do you have a feeling?

Daniel: Yeah. Well . . . (pause)

Ms. Ball: What's the feeling that comes over you when someone tells you to do one of those jobs?

Daniel: Tired . . . I'm so tired . . .

Judy: What is this that you're doing?

Daniel: Well, like, we have bottles and cooler things outside, and we have to go out to the garage and get it.

Judy: You have to get the bottle and bring it in?

Daniel: Yeah.

Bonnie: Davy, did you say one yet?

Davy: Yeah . . . I started out.

Bonnie: Everybody did, I just counted.

Ms. Ball: Okay. Do you want to go ahead and start to review?

Bonnie: Okay. Who can tell Leah what she said? Judy?

Judy: You (turning to Leah) said that you always boss around people at the school.

Leah: Nope . . .

Judy: That you always get your way with your friends . . .

Leah: Nope . . .

Judy: In school? . . . Not in school? Whenever you're playing with your friends, you have to have your own way. But whenever your sister is playing with you, she always has to have her way. So that those are like . . . almost the opposite.

Bonnie: What were her feelings?

Judy: She gets kind of mad when her sister changes the rules right in the middle of a hopscotch game, and she gets mad if she doesn't get her way, when she's playing. Is that it?

Leah: You got a C minus.

Ms. Ball: But an E for effort.

Leah: Yeah. An E for effort, but a C minus.

Ms. Ball: In other words, part of it was right on, but part of it wasn't.

Judy: 'Cause I forgot!

Leah: (Laughs.) Well, then don't raise your hand. (Said jokingly.) (Judy and Leah laugh together.)

Bonnie: Who can tell Ms. Ball what she said? Steve?

Steve: When you're around your two little boys, you want them to hurry up and do everything right. And then when you're around kids like us, you're calm. You can take your time and things like that.

Bonnie: What was her feeling with other children? Judy?

Judy: Oh . . . she's more affectionate with other children than she is with her own, as a rule.

Ms. Ball: Well, I am very affectionate with my own children . . . (The group makes kissing noises.)

Leah: It's the orderly manner or something . . . like that.

Lucy: You said that you tell your children to hurry, "Come on, hurry up . . ." and with other kids you let them take their time, like that . . .

Judy: 'Cause they're not really your own. You feel more at home with your own children, 'cause you're used to them.

Ms. Ball: Yeah. Right. Steve, Leah, Lucy, Judy, all of you are right on.

Bonnie: Who can tell Steve what he said?

Daniel: Oh. Oh. I remember.

Bonnie: I'm going to tell him. At home, you always say, "Gimme this." "Gimme that." I mean, when you want milk, you just reach over your sister's plate and you flick it off your hand usually and it goes into her plate. 'Cause the milk weighs a lot. And uh . . . Who can give another example? Raymond?

Raymond: Well, when his cousins came, he had to say, "please, pass the milk," and stuff like that.

Bonnie: Can you tell him what his feeling was?

Lucy: Well, like he had to change his manners. . .

Raymond: Well . . . it was sort of weird, right?

Steve: Yeah.

Bonnie: Who will tell Davy what he said?

Ms. Ball: Well, you said that when you're with your friends who are your own age . . .

Davy: They are all older than me.

Ms. Ball: Well, there were two groups of friends, right?

Davy: Yeah.

Ms. Ball: Some who are kind of your own age and then . . .

Davy: (Shakes his head.) No.

Ms. Ball: Oh, they're older? They're *all* older. Well, the ones that are more your friends, you feel like they kind of pick on you. You feel like you have to defend yourself and kind of . . .

Davy: (Laughs.) But I can't . . .

Ms. Ball: It's hard 'cause they're all older, I guess . . . Yeah . . . So when you're with your brother's friends, you are more relaxed, because they seem to treat you nicer, and they seem to not pick on you like . . .

Davy: They pick on me but not as hard.

Ms. Ball: Maybe they pick on you kind of jokingly and fun-like.

Davy: Yeah.

Ms. Ball: So it's not so hard to take. And your feeling is kind of . . . (I can't remember if you said or not), but I believe your feelings would be that with your brother's friends, you maybe have a better time. You like being with them more. Right?

Davy: Yeah.

Bonnie: Okay, who can tell Daniel what he said?

Lucy: Okay. Daniel has to fill bottles. You have those kind of bottles that we used to have and what you have to do is carry them from the garage and it's sort of tiring and you don't like doing it.

Daniel: Yeah. It's tiring. Not the big bottles, but we have these giant bottles — the ones that the waterman brings. My brother puts those in. But, we have some little plastic things that we get from the store and after we drink the water in those, we take them out to the cooler in the garage and we fill up those.

Lucy: Anyway, you don't like doing it. But then, when you go to your grandparent's house, it's not like a chore. You don't mind doing it there.

Assembled Voices: Do you get paid for that or is it just expected?

I get paid for stuff.

I used to get an allowance . . . before Christmas.

Bonnie: Who can tell Raymond what he said?

Leah: Okay. Raymond's was well, sort of like Steve's. Let me think for a minute. Okay. At home, you didn't like to have manners. I think it was when your grandparents were around or something like that. And at home you don't like to have manners 'cause it makes you feel weird, I guess.

Raymond: Yeah.

Bonnie: Who can tell Lucy what she said?

Judy: Oh yeah. When you go out to dinner you can blab your mouth off and everything. you can feel free to do whatever you want and you can do a lot of other things. You can scream. You can yell. And you can do a lot of other things in a restaurant. But at home, you have to say, "Please pass the butter." "Please pass all that." And you don't expecially love doing that at home, but you look forward to going out 'cause it's a treat. You get to blab your mouth off.

Lucy: A plus. A plus. (Everybody laughs.)

Bonnie: Who wants to do Judy's? Leah?

Leah: Judy's was sort of like Lucy's. Whenever she went out she had to be, ooooh super good . . . and say, "Please pass this and please pass that." And, "May I have this, and may I have that?" But when she's at home, she doesn't have to be perfect. She can say, "Gimme this." "Gimme that." She's not supposed to but she does anyway.

Judy: Wrong . . . No . . .

Leah: Oh . . . thank you . . .

A chorus: It was the other way around.

Judy: It was the other way around. You said when I was out to dinner I was supposed to be really good and when I was home I could be really bad. But . . . when I was out to dinner, I was really bad, and when I was home I was very good.

Bonnie: All right, let's go on . . . Who could tell me what I said? Ms. Ball?

Ms. Ball: Yours seemed like it was the opposite of Lucy's. When you're at home you can be relaxed, but when you go out to dinner it's very important that you behave yourself abso-

lutely perfectly. You can only have one conversation going at a time. And you have to be kind of quiet and keep your voice down. You prefer being at home. I guess you like to eat out, but you prefer the relaxed feeling you have at home to the uptight feeling you get in the restaurant.

Bonnie: Right. Should we go on to the summary?

Ms. Ball: Did we review everybody's. Gee, that was done so beautifully. Well, first of all, who can tell why Lucy and Judy and Bonnie had such different kinds of experiences in restaurants? Did the kind of restaurant have anything to do with that?

A chorus: Yeah.

(A number of restaurants and "the way you have to act in them" are discussed in unison.)

Ms. Ball: You have to behave in really different ways. Okay. Think about this one for a minute, "What do you think would happen if people didn't have the ability to change their behavior from one situation to another?"

Lucy: Well, if we were born and learned to talk, and someone just taught us to say, "I just want to be sad the rest of my life." Well, then we'd only be sad the rest of our lives. We'd be there all our lives.

Ms. Ball: We'd be stuck. Is that what you mean?

Lucy: Yeah.

Ms. Ball: So is it a pretty good thing that we can change from one situation to another?

A chorus: Yeah.

Ms. Ball: Are there any disadvantages in this business of changing from one situation to another?

Someone asks: What do you mean?

Ms. Ball: Are there any bad things about it? Judy, what do you think?

Judy: I'm watching a really good movie and right in the middle of the movie, I'm told, "Off to bed." . . . Changing from one situation to another . . .

Ms. Ball: Right. Do you ever get in a situation where you don't feel very comfortable but you are expected to behave in that certain way, anyway?

Lucy: Well, it was like 15 minutes before you came. I needed the eraser, and my friend tossed it to me and I missed it. I was going like this to try to catch it, but I dropped it and then couldn't find it. I didn't feel right, 'cause in one situation I was just having fun and then all of a sudden, I . . . "Where is it?"

Ms. Ball: it changed on you very, very quickly. But then of course, what did you do?

Lucy: I found it.

Ms. Ball: You adapted to the situation and changed your behavior accordingly. Is that what you mean?

Lucy: Yeah.

Ms. Ball: Okay. Now let's tell Bonnie about the things that she did well as the leader.

Lucy: You didn't st, st, stutter and you remembered to say, "Who can tell (whoever) what they said?"

Ms. Ball: She remembered that. Anyone else? Leah?

Leah: She did not move around. She stayed very still.

Ms. Ball: She was really very calm through the whole thing. Perfectly calm. She's just perfectly relaxed. Beautiful.

Davy: She remembered to ask everybody about their feelings.

A chorus: Yeah, she did. Yes, everybody's.

Bonnie: Oh . . . I've got a lot of compliments thrown at me. (Everyone laughs.)

Steve: I've got one. She asked good questions. (Everyone agrees.)

Ms. Ball: Bonnie you did a very good job. Is there anybody who wants to tell Bonnie something she could do even better next time? (Silence.)

Davy: I think she did perfect.

Critique of the Session by The Leader Trainer:

I found participating in this session to be a delightful experience.

The objectives of this session were (1) to give the children an opportunity to focus on how they are able to change their behavior when they feel the need to do so, (2) to recognize how exterior circumstances, such as expectations from others, influence their behavior and (3) to become aware of the feelings that are brought about from these circumstances and from their own behavior.

It was a complex topic, led by a child — her first experience in leading the session, yet very well carried out. The few minutes that I spent with her before the session, discussing the format and specific ways to handle things that might come up, were well worth it. At first she suggested feelings to a child, but then possibly recognizing what she was doing, stopped the practice, giving the other children more of a chance to express themselves. She did not interrupt the other children when they strayed from the topic,

but moved in tactfully as soon as possible to guide the discussion back to its major focus. A couple of times during the session I dealt non-verbally with children who were distracting the others, in both cases by touching the child lightly on the knee without looking at him/her, while Bonnie led the session.

To critique the leader-trainer, I believe it is fair to say that I modeled the skills, particularly paraphrasing well, but could have said less at certain points. The positive reinforcement given to the children was good, but I forgot to tell Bonnie *specifically* what she did well as leader. I also forgot to tell the children what topic I had in mind for the next session and to clarify who will be leading it.

I believe most of the overall objectives of the program and the specific objectives for this session were attained. This transcription of an actual session led by a child adequately demonstrates the enthusiastic manner in which children respond to the program once they are "into it" and how well a child can perform in the leadership role.